

**THE IMPLEMENTATION OF STUDENT-CENTERED APPROACH IN  
TEACHING ENGLISH FOR JUNIOR HIGH SCHOOL STUDENT IN  
REJANG LEBONG DISTRICT**

**THESIS**

**This thesis is submitted to fulfill the requirement  
for “Sarjana” Degree in English Language Education**



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*Assalamualaikum Warahmatullahi Wabarakatuh*

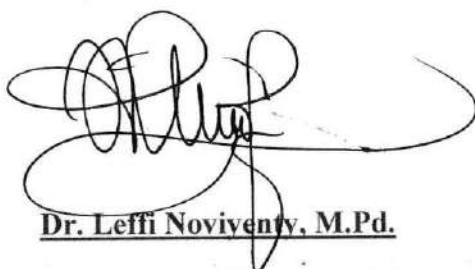
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*Wassalamualaikum warahmatullahi wabarakatuh*

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## **PREFACE**

First of all, thanks be to the presence of Allah SWT because with Allah's help, the author was able to complete the writing of the proposal entitled. “The Implementation Of Student-Centered Approach In Teaching English For Junior High School Student In Rejang Lebong District” (SMP N 1 Rejang Lebong, SMP N 2 Rejang Lebong, SMP N 3 Rejang Lebong and SMP N 13 Rejang Lebong)”.

The purpose of writing this thesis is to fulfill the requirements to complete the thesis. In preparing this thesis, the author encountered many challenges and obstacles, but with the help of various parties, these obstacles could be overcome. The author also realizes that there are still many errors in the process of writing this paper.

Therefore, the author would like to thank all parties who have helped in the process of writing this proposal. May Allah repay all your help and bless you all. The author realizes that this proposal is still not perfect in terms of structure and content. So the author hopes that criticism from readers can help the author in perfecting this proposal. Finally, I hope this article can help readers to increase their knowledge about thesis proposals.



## ACKNOWLEDGEMENT



*Assalamu'alaikum Wr. Wb*

Alhamdulillahirobbil 'alamin, all praise be to Allah SWT, the Lord of the Universe, for His abundant blessings and guidance, enabling the completion of this thesis. Salawat and salam are always devoted to the Prophet Muhammad SAW, who has provided an exemplary path for humanity, granting direction and strength to complete this thesis. The title of this thesis is **“THE IMPLEMENTATION OF STUDENT-CENTERED APPROACH IN TEACHING ENGLISH FOR JUNIOR HIGH SCHOOL STUDENT IN REJANG LEBONG DISTRICT”** This thesis is prepared to fulfill one of the requirements for obtaining a Bachelor’s degree in English Language Education.

The author realizes that this thesis would not have been completed without the support, guidance, and assistance from various parties. Therefore, the author would like to express the deepest gratitude to:

1. Prof. Dr. Idi Warsah, M.Pd.I, as the Rector of IAIN Curup.
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Finally, this research welcomes constructive suggestions for its improvement in the future. May the results of this study benefit and contribute to the development of English education in Tadris and in special schools. May Allah SWT reward all those who have supported me in completing this research. Aamiin.

*Wassalamu'alaikum Wr. Wb*

Curup, Februari 2025

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**Betty Nurtiati**  
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# MOTTO

~MAN JADDA WAJADDA~



LIKE THUNDER GONNA SHAKE THE GROUND  
YOU HELD ME DOWN, BUT I GOT UP

*(Roar - Katy Perry)*



## **DEDICATION**

Allah, is only the reason why I can finish this thesis. Immeasurable syukur for letting me finish this thesis as soon as my hope. There is no miracle except by You. Allah, in the name of Allah and His Messenger Prophet Muhammad Shalallahu Alaihi Wassallam, I would like to dedicate this thesis for :

- ❖ My Beloved Mom, SITI MARYAM Almh who is no longer with us but remains forever in my heart. Dear Mom, your love, sacrifices, and unwavering support have shaped me into the person I am today. Though you are not here to witness this milestone, I know you are watching over me with pride. Your strength and kindness continue to inspire me every day. This is for you, as a token of my gratitude and love. May you rest in eternal peace. I Miss You.
- ❖ Especially to my dear father, MARMINTO who has loved and always supported me. has given me enthusiasm for life every day and infinite motivation so that I can complete this thesis. I Love You.
- ❖ My Only Siblings, Laili Rahmawati, your presence in my life has always been a source of joy, motivation and strength. Through every challenge, you have been my inspiration to keep going.
- ❖ My Grandparents, who always give me positive affirmations and full love.
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- ❖ My Almamater.

## ABSTRACT

**Betty Nurtiati, 2025** : **THE IMPLEMENTATION OF STUDENT-CENTERED APPROACH IN TEACHING ENGLISH FOR JUNIOR HIGH SCHOOL STUDENT IN REJANG LEBONG DISTRICT (A Study at SMP N 1, SMP N 2, SMP N 3 and SMP N 13 Rejang Lebong,)**

**Advisor** : **Dr. Leffi Noviyenty, M.Pd.,**

**Co-advisor** : **Meli Fauziah, M.Pd.,**

This study aims to analyze the Implementation of student-centered approach in teaching English for junior high school student in Rejang Lebong District. The Merdeka Curriculum introduced by the Indonesian Ministry of Education and Culture emphasizes this approach to increase students' active participation, critical thinking, and increase understanding in language learning. This research used a descriptive qualitative method with data collection techniques through observation and interviews with English teachers at SMP N 1, SMP N 2, SMP N 3, and SMP N 13 Rejang Lebong. The research results show that even though a student-centred approach has been implemented, there are challenges in its implementation, such as limited teacher understanding of the concept of Independent Learning, students' mental readiness, and the availability of supporting facilities in schools. However, several strategies such as project-based learning and group discussions have had a positive impact on student engagement in learning. It is hoped that this research can provide insight for educators in developing more effective teaching methods in accordance with the principles of the Student-Centered Approach and help in improving the implementation of the Merdeka Curriculum in the future.

**Keywords:** *Student-Centered Approach, Merdeka Curriculum, Junior High School.*

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# CHAPTER I

## INTRODUCTION

### A. Background Of The Research

There are empirical evidence to suggest that students who are given the freedom to explore areas based on their individual interests and are accompanied in their learning by supportive and understanding facilitators, not only achieve superior academic results but also develop socially and grow personally<sup>1</sup>. One of those evidences is the implementation of the student-centered approach used in the education curriculum in Indonesia since the 2013 curriculum and reused in the new curriculum on February 11 2022 by Nadiem Anwar Makarim based on the Ministry's official website of Indonesian Education, Culture, Research and Technology.

The Student-centered approaches, which put students first are increasingly popular along with a significant shift from teacher-centered teaching, where the teacher is the only party responsible for focus<sup>2</sup>. Pure student-centered teaching is more demanding in terms of communication, organization, as well as the provision of learning material<sup>3</sup>. Student-centered

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<sup>1</sup> Muhammad Alif Ramdhani, "Perbandingan Strategi Pembelajaran Teacher Centered Learning Dengan Student Centered Learning, Surakarta," *NASKAH ARTIKEL PUBLIKASI*, no. 1 (2014): 18. P 10

<sup>2</sup> HUSSEIN ASAAD FINDOHUSSEIN ALI AHMED, "The Effect of Student-Centred Approach vs. Teacher Centered Teaching on Kurdish Efl University Learners' Performance in English Grammar," *Journal of University of Duhok* 62, no. 2 (2023): 1–8. P 4

<sup>3</sup> Renate Motschnig-Pitrik and Andreas Holzinger, "Student-Centered Teaching Meets New Media: Concept and Case Study," *Educational Technology and Society* 5, no. 4 (2022): P 160.

Approach in the classroom challenges the emphasis on teachers changing roles because it allows students to build their understanding using their experiences and actions. Compared with student-centered classroom, students in teacher-centered classroom are passive and respond to environmental stimuli<sup>4</sup>. Based on existing benefits of student-centered approach, Nadim Makarim as Minister of Education and Culture has launched a new curriculum that is the Merdeka Learning Campus-Merdeka Curriculum (MBKM). The concept of Merdeka learning aims to liberate education in free way of thinking and free to innovative<sup>5</sup>. The revised curriculum employs a student-centered methodology in its execution.

The concept of Merdeka Curriculum has become an issue that is widely discussed in the world of education<sup>6</sup>. The Merdeka Curriculum promotes varied learning; students are anticipated to engage in several lessons beyond the classroom to facilitate the application of knowledge in real life. Monotonous learning must be stopped and turned into critical learning and awaken students' reasoning. The concept of Merdeka Curriculum is to build critical thinking aimed not only students but also teachers. Teachers are expected to be able to

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<sup>4</sup> Hamdi Serin, "A Comparison of Teacher-Centered and Student-Centered Approaches in Educational Settings," *International Journal of Social Sciences & Educational Studies* 5, no. 1 (2018):P 164

<sup>5</sup> Rendika Vhalery, Albertus Maria Setyastanto, and Ari Wahyu Leksono, "Kurikulum Merdeka Belajar Kampus Merdeka: Sebuah Kajian Literatur," *Research and Development Journal of Education* 8, no. 1 (2022): P 185

<sup>6</sup> D Marjan, Tuti, F & Aswita, "Merdeka Belajar Kampus Merdeka (MBKM): Bagaimana Penerapan Dan Kedala Yang Dihadapi Oleh Perguruan Tinggi," *Jurnal Dedikasi Pendidikan* 84, no. 2 (2021): P 603.

make interesting learning and make their students think far beyond the theory being taught.

The procedure for implementing the new curriculum is not easy to implement, considering that the backgrounds of teachers, students, and the environment in each school are different. Teachers' problem in implementing Merdeka Curriculum is lacks understanding of the procedures. This occurred because there was no structural justification for the distinctions between the curriculum they had been using up until that point and the Merdeka Belajar Curriculum, also known as the Freedom of Learning Curriculum<sup>7</sup>. Based on Yuhastina's statement, action must be taken quickly. Merdeka Curriculum procedure must be understood, the teacher is required to be someone who is skilled at making decisions that can lead students to become the expected learners.

Students' problem in implementing the new curriculum lies in their mental readiness and thoughts that will be changed according to existing procedures. Then, environmental problem that occurs in the implementation of the new curriculum is school readiness in terms of facilities and infrastructure. Therefore, the implementation of this new curriculum is usually carried out by schools in the early grades as experimental material to measure the level of success and obstacles encountered.

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<sup>7</sup> Dwi Yuhastina, Parahita, Bagas NarendraAstutik, Ghufronudin Ghufronudin, and Danang Purwanto, "Sociology Teachers' Opportunities and Challenges in Facing 'Merdeka Belajar' Curriculum in the Fourth Industrial Revolution (Industry 4.0)," *Society* 8, no. 2 (2020): P 732

In Rejang Lebong Regency, especially in Junior High Schools, on average, the Merdeka Curriculum has been implemented in the seventh grade, and it has only been running for 1 years or 2 years of implementation, based on the results of pre-observations carried out by researcher, it turns out that it is known about school developments, especially in the field of English. The state of students' English proficiency is lacking because most of students did not learn it in elementary school before. This research focuses on junior high schools in Rejang Lebong which have High Accreditation Scores, There are SMP N 01 Rejang Lebong, SMP N 02 Rejang Lebong, SMP N 03 Rejang Lebong, and SMP N 13 Rejang Lebong. Therefore, The researcher interested in describing the learning process based on Student Centered Learning to find out more about changes in students' English as a result of the new curriculum by adopting the Merdeka curriculum in schools.

This research is evaluated based on the results of research from many experts relevant to the topic discussed, the student-centered approach and its relationship to Merdeka Curriculum also English language teaching. These experts include the following: Emaliana focused on students-centered approaches in learning English<sup>8</sup>, Anis & Anwar on curriculum implementation in ELT<sup>9</sup>, Tricahyati & Zaim on Merdeka curriculum in English teaching at

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<sup>8</sup> Iye Emaliana, "Teacher-Centered or Student-Centered Learning Approach to Promote Learning," *Jurnal Sosial Humaniora* 10 (2017): 59–70.

<sup>9</sup> Muhammad Anis and Choiril Anwar, "Self-Organized Learning Environment Teaching Strategy for ELT in Merdeka Belajar Concept for High School Students in Indonesia," *JEES (Journal of English Educators Society)* 5, no. 2 (2020).



middle school<sup>10</sup>, and Meece on learner-centered at middle school<sup>11</sup>. Based on many studies, further research is carried out in a student-centered approach that focuses on teaching English language.

Considering that Merdeka Curriculum with student-centered approach is a new curriculum that is applied, especially the implementation in English teaching, the writer is interested in conducting this research entitled “***THE IMPLEMENTATION OF STUDENT-CENTERED APPROACH IN TEACHING ENGLISH FOR JUNIOR HIGH SCHOOL STUDENT IN REJANG LEBONG DISTRICT***”.

## **B. Research Question**

1. How do teachers implement student-centered approach in Merdeka Curriculum in English teaching to their students at Junior High School in Rejang Lebong ?

## **C. Research Objectives**

1. To Investigate teachers implementation of student-centered approach in Merdeka Curriculum in English teaching to their students at Junior High School in Rejang Lebong.

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<sup>10</sup> Sania Tricahyati and M Zaim, “English Teachers’ Readiness in Implementation of ‘Merdeka Belajar’ Curriculum in Teaching English at Junior High School in Padang,” *Journal of English Language Teaching (JELT)* 12, no. 1 (2023): 97–105,

<sup>11</sup> Judith L. Meece, “Applying Learner-Centered Principles to Middle School Education,” *Theory into Practice* 42, no. 2 (2014): 109–16,

## **D. Significant Of The Research**

### a. Theoretical

This research is expected to be used as new insights and knowledge for writer, readers, and the wider community.

### b. Practical

#### 1. For Teacher

To learn more about the implementation of a student-centered approach to the Merdeka Curriculum in English language instruction, look into tactics, teaching styles, concepts, and so on.

#### 2. For Other Researcher

The results of the research can be used as material for further research studies on the Student-Centered Merdeka Curriculum approach in teaching English.

## **E. Definition Of Key Terms**

### 1. Student-Centered Approach

The student-centered approach emphasizes accountability by delegating some learning duties to students, allowing them to take greater ownership of their learning experience<sup>12</sup>. The responsibility for finding problems, finding solutions, solving them, so that students are able to develop the material or problems they get belongs to the students themselves.

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<sup>12</sup> Mary L. Henninger and Karen Pagnano Richardson, "Engaging Students in Quality Games," *Strategies, A Journal for Physical and Sport Educators* 29, no. 3 (2016):, P 5

Furthermore, Richardson stated that this approach encourages higher student involvement to ask questions, speculate, reflect, analyze, and find solutions to challenges during lectures<sup>13</sup>.

## 2. Merdeka Curriculum

According to Madhakomala The Merdeka curriculum is a curriculum that focuses on the approach of students' interests and talents. In addition, the Merdeka curriculum is also known as extracurricular learning that supports students in strengthening competencies and deepening learning concepts. In the independent learning curriculum, students are given the freedom to think critically and innovate creatively in the learning process<sup>14</sup>.

The Merdeka Curriculum concept is a manifestation of the Indonesian people's intention to improve educational conditions after the COVID-19 pandemic. There are challenges and of course there will be obstacles in the realization of this curriculum, but there have been many studies which state that the impact or results of the Merdeka Curriculum are quite satisfactory compared to the previous curriculum. The Merdeka Curriculum was created to adapt to the existing generation by using technology and concepts that are short but have a better purpose than before.

The main characteristics of the Merdeka curriculum learning that supports learning recovery are: 1) Project-based learning for the

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<sup>13</sup> Henninger and Richardson. P 6

<sup>14</sup> Madhakomala et al., "Kurikulum Merdeka Dalam Perspektif Pemikiran Pendidikan Paulo Freire," *At-Ta'lim : Jurnal Pendidikan* 8, no. 2 (2022) P 165.

development of soft skills and character according to the Pancasila student profile 2) Focus on essential material so that there is sufficient time for in-depth learning for basic competencies such as literacy and numeracy.3 ) Flexibility for teachers to carry out differentiated learning according to students' abilities and make adjustments to local context and content.

Competency-based learning includes the principles: (1) Student-centered (2) Focused on competency mastery, (3) Specific learning objectives, (4) Learning emphasis on performance/performance, (5) More individualized learning, ( 6) Interaction using multi methods: active, problem solving and contextual, (7) Teachers function more as facilitators, (8) Oriented to individual needs, (9) Direct feedback, (10) Using modules, (11) Learning in the field (practice), (12) Assessment criteria use benchmark references. The implementation of competency-based learning in the Independent Curriculum is based on efficiency and effectiveness. This focus is adjusted to material that is essential, relevant, and in-depth so that students have sufficient time to build creativity and innovation in achieving basic competencies. The competencies designed in the curriculum focus on improving literacy and numeracy.

## CHAPTER II

### LITERATURE REVIEW

In the realm of contemporary educational paradigms, the student-centered Merdeka curriculum approach is known as a transformative model in teaching English in schools. Based on Kharimah's statement, the implementation of the Merdeka Curriculum in Middle School English Language Learning, by implementing the Project Based Learning method, is an application of student-centered learning<sup>15</sup>. This literature review section critically examines the theories that serve as references in researching the implementation of the Merdeka Curriculum in the context of secondary school education, with a special focus on the role of teachers in the delivery of English language teaching.

#### A. Review Of Related Theory

##### 1. Approach

According to Anthony explained that approach is placed at the first level of the three hierarchical elements in English education. In his view, an approach is a group of hypotheses related to the type of language learning and teaching. Examples of teaching approaches, namely Teacher Centered, Student Centered, GTM (grammar translation method), direct method, reading method, ALM (audiolingual method), and so on<sup>16</sup>.

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<sup>15</sup> Iffa Kharimah et al., "The Implementation Of Merdeka Curriculum For Formal English Learning," *Atmosfer: Jurnal Pendidikan, Bahasa, Sastra, Seni, Budaya, Dan Sosial Humaniora 1*, no. 3 (2023): P 52

<sup>16</sup> Nur Mukminatien, "Methods of Language Teaching," n.d., 1–55. P 3



After the approach, he settled on “method” in second place. In his view, a method is a general description/plan of presenting language learning that is systematic and based on the chosen approach. The final term is “technique.” In Anthony's understanding, techniques are activities that are realized in the classroom. Techniques must be specific and have a rhythm that is consistent with the method and approach. So, we can say that this technique is the implementation of assumptions and plans.

Harmer in his book entitled *The Practice of Language Teaching* also redefines the hierarchy of approach, method and technique by adding one term between method and technique, namely "procedure." The following is the definition of detail according to Harmer<sup>17</sup>.

1. Approach: a theory about the characteristics of language and language learning which is the basis for learning in the classroom and is the reason why learning is designed in such a way.
2. Method: the method is the practical realization of the approach. Methods include decisions about types of activities, teacher and student roles, appropriate types of material, as well as several models of syllabus organization.
3. Procedure: a procedure is a series of sequential techniques. The sequence of activities in a procedure can be described in terms such as “first, do this, then this”.

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<sup>17</sup> *Mukminatien. P 6*

4. Technique: a technique is a single activity, for example silent viewing, a technique used when using video in learning by eliminating the sound. Silentviewing is a single activity, not a sequence of activities. Things like this are called "techniques"

So approach in learning refers to the philosophy, principles or general strategies used by teachers in teaching and designing learning activities. This approach is based on assumptions about how students learn effectively and how the learning process should take place. Approaches to learning reflect theoretical or pedagogical views that influence the teaching methods and techniques chosen by teachers.

## **2. Student-Centered**

### a. Definition Of Student-Centered

The world of education always requires appropriate changes in order to produce better output. Student-centered learning is a learning process where students learn actively, critically, and observe as creatively as possible. Student-centered learning makes the traditional learning model where only the teacher participates in the class becomes active student learning in the classroom. Overby stated that teacher is considered a “guide on the side”, assisting and guiding students to meet the goals that have been made by the students and the teacher<sup>18</sup>. Teachers are considered as guides who direct students towards the future according to their talents and skills.

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<sup>18</sup> Kimberly Overby, “Student-Centered Learning,” *College Publications at DigitalCommons* 9 (2021). P 1

Students' talents and interests must be considered in making learning designs, so that learning is not only fun but also productive.

Breamner revealed that 'student-centered' or 'learner-centered' education(SCE/LCE) means 'Active participation', 'Adapting to needs', 'Autonomy', 'Relevant skills', 'Power sharing' and 'Formative assessment'<sup>19</sup>. 'Active Participation' means that in the learning process students learn to actively solve their own problems, students are no longer given the material in its entirety, but a way to complete the material. 'Adapting to Needs' means that the material and lessons learned must be related to the real life of students, so that the perceived benefits are much greater for individuals, society, and science. 'Autonomy' means that in the learning process students are given the authority to explore and seek knowledge in an unstructured manner. 'Free', means that students can get learning resources from anywhere and structured means that there are still limitations that are guided by the teacher. 'Relevant Skill' means that teachers must assist students in developing their skills according to current needs. 'Sharing Power', means that in the learning process not only the teacher plays a role but also the students. The teacher accompanies and provides direction on what will be learned, and in the process students also contribute according to the roles and talents of each student. The purpose of 'Formative Assessment' is that in the learning process the teacher unites and

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<sup>19</sup> Nicholas Bre mner, "The Multiple Meanings of 'Student-Centred' or 'Learner-Centred' Education, and the Case for a More Flexible Approach to Defining It," *Comparative Education* 57,(2021): P 2.

improves the learning process and aims for learning objectives. Student-centered Approach is interesting because it emphasizes the active role of students in learning, not just passively receiving material. From the concept put forward by Breanmer, there is a balance between the freedom of student exploration and teacher guidance.

b. Student-Centered Approach

Weimer's learner-centered teaching model is taken into consideration when the quality standards at educational institutions are assessed through an investigation of instructors' and students' views, beliefs, and behaviors (Stoliarenko)<sup>20</sup>. The first key component of Weimer's Model, a paradigm shift from teacher-centered to student-centered, is the main indicator that teachers are using student-centered approaches. Furthermore, Glider stated that teaching-focused theories like Bloom's Taxonomy, Kolb's experiential learning based on J. Dewey, K. Lewin, and J. Piaget's concepts of learning, and flexible approach to teaching revealed that student-centered approach to teaching is a paradigm shift from teacher to learner-centered, a deliberate effort to facilitate learner to achieve learning objectives by creating conducive learning environment using a variety of activities like activity based teaching<sup>21</sup>. Weimer's teaching model is learner-centered by shifting the focus from the teacher as the center of learning to the learner as an active

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<sup>20</sup> Oksana Stoliarenko, "A Student-Centered Educational Approach Scientific Reasoning And Empirical Study," *Pedagogical Sciences*, 2018, P 6.

<sup>21</sup> Margaret Gredler, *Learning and Instruction: Theory into Practice*, ed. Lauren Reinkober, *Learning and Instruction, Sixth Edit* (New Jersey: Kevin Davis, 2019).

subject. This means that teachers are no longer the ones who dominate the learning process, but rather they act as facilitators who help students achieve learning goals. Weimer emphasized that the quality of education can be measured by understanding how teachers and students view the learning process, their beliefs about teaching, and how they behave in the classroom.

### **3. Merdeka Curriculum**

#### **a. Definition Of Merdeka Curriculum**

The Merdeka learning curriculum is a curriculum that focuses on the approach of students' interests and talents. In addition, the merdeka curriculum is also known as extracurricular learning that supports students in strengthening competencies and deepening learning concepts. In the merdeka curriculum, students are given the freedom to think critically and innovate creatively in the learning process<sup>22</sup>.

The Merdeka Curriculum is a new curriculum used in Indonesia with the aim of creating better students than before due to the impact of the Covid-19 pandemic. In the Merdeka learning curriculum that is in accordance with 21st century learning, students are required to truly become strong and Merdeka individuals. According to the Ministry of Education and Culture's official website, three features of the

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<sup>22</sup> Madhakomala et al., "Kurikulum Merdeka Dalam Perspektif Pemikiran Pendidikan Paulo Freire." P 165.



autonomous curriculum include soft skills and character development, a concentration on vital material, and flexible learning.

#### 1) Soft Skills and Character Development

According to the official website of the Ministry of Education and Culture, one of the key elements of the Merdeka curriculum is a concentration on soft skills and character development. This implies that the curriculum seeks to develop skills such as critical thinking, communication, teamwork, and character traits such as resilience, empathy, and responsibility in addition to traditional academic subject. The curriculum acknowledges that these characteristics are required for pupils to prosper in the dynamic and interconnected world of the twenty-first century.

#### 2) Concentration on Vital Material

Another important component of the Merdeka curriculum, as articulated by the Ministry of Education and Culture, is its emphasis on vital material. This implies that the curriculum focuses a significant emphasis on the important information and skills that students must learn. By emphasizing these essential concepts and abilities, the curriculum guarantees that students are well-prepared to face real-world situations and make significant contributions to society.

### 3) Flexible Learning

The Ministry's official website emphasizes the value of flexible learning within the Merdeka curriculum as well. This adaptability allows educators to tailor their teaching techniques and approaches to individual students' needs and preferences. It recognizes that students' learning styles and paces differ, and it supports the use of a variety of instructional tactics to create a more inclusive and successful learning environment. Because of this versatility, the curriculum remains current and responsive to the changing educational context.

#### **b. Teaching Principles Of Student-Centered Approach In Merdeka Curriculum**

Based on the student-centered approach of Merdeka curriculum which is supported by McCombs and Whisler<sup>23</sup>, the principles of student-centered classroom teaching are:

##### 1) Fostering Student-Centered Learning through Meaningful Themes

Fostering student-centered learning through meaningful themes is a fundamental concept in education that aligns with the theoretical framework proposed by McCombs and Whisler. Their theory emphasized the importance of tailoring the learning experience to meet

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<sup>23</sup> Barbara L. McCombs Jo Sue Whisler, *"The Learner-Centered Classroom and School\_ Strategies for Increasing Student Motivation and Achievement"* (San Francisco: Jossey^Bass Publishers, 1997). P 130

the individual needs of students. By integrating the principles of student-centered learning with the implementation of the Merdeka curriculum, educators can create a dynamic and engaging educational environment. According to Yatim et al, Student-centered learning development through meaningful themes in the Merdeka Curriculum is intended to encourage critical thinking and creativity, which can be enhanced by including meaningful themes that match their interests and experiences to guide students to become independent<sup>24</sup>. This agreement between McCombs and Whisler's theory and Merdeka curriculum practice emphasizes the need of prioritizing student-centered approaches to curriculum creation and instruction, resulting in a more successful and rewarding learning experience.

## 2) Cultivating Intellectual Excellence through Complex Learning Challenges

Cultivating intellectual excellence through complex learning challenges is a central tenet of McCombs and Whisler's theory on student-centered education, and this principle resonates strongly with the goals of implementing the Merdeka curriculum. Their theory underscored the importance of providing students with opportunities to engage in deep, critical thinking and problem-solving. According to Rizaldi and Fatimah, the complexity of learning materials in the

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<sup>24</sup> Heriyati Yatim et al., "Analysis of Habituation in Implementing the Merdeka Belajar Curriculum in Art Education in Schools," *Jurnal Ad'ministrare* 10, no. 1 (2023): P 115

Merdeka curriculum provides opportunities for teachers and students to improve the topic studied in order to achieve intellectual greatness<sup>25</sup>. By incorporating hard learning challenges into the curriculum, educators may empower students to take ownership of their learning while also supporting the development of important cognitive talents. The relationship between McCombs and Whisler's student-centered ideas and the Merdeka curriculum's emphasis on nurturing intellectual greatness via the provision of difficult, thought-provoking educational experiences.

### 3) Elevating Education through Critical and Higher-Order Thinking Skills

Elevating education through critical and higher-order thinking skills is a cornerstone of the Merdeka curriculum, which aligns seamlessly with McCombs and Whisler's theory on student-centered learning. Based on Fauzan et al, the Merdeka curriculum is expressly designed to encourage the development of these critical cognitive abilities, fostering a dynamic educational environment in which students are encouraged to think critically, analyze with HOTS (Higher-Order Thinking Skill) assessment, and engage in complex problem solving<sup>26</sup>. McCombs and theory, with was emphasis on tailoring education to

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<sup>25</sup> Dedi Riyan Rizaldi and Ziadatul Fatimah, "Merdeka Curriculum: Characteristics and Potential in Education Recovery after the COVID-19 Pandemic," *International Journal of Curriculum and Instruction* 15, no. 1 (2022): P 267

<sup>26</sup> Fauzan Fauzan et al., "The Implementation of the Merdeka Curriculum (Independent Curriculum) in Strengthening Students' Character in Indonesia," *Aqlamuna: Journal of Educational Studies* 1, no. 1 (2023): P 139

individual student needs, stressed the significance of nurturing these thinking skills. By implementing the Merdeka curriculum, educators can create a learning environment that not only empowers students to become independent thinkers but also cultivates the very skills that are at the heart of McCombs and Whisler's aim for student-centered education. This alignment highlights the potential synergy between the Merdeka curriculum and the theory, making it a promising option for improving educational performance.

#### 4) Empowering Students through Autonomous Learning Journeys

Empowering students through autonomous learning journeys is a fundamental objective shared by both the implementation of the Merdeka curriculum and the principles outlined in McCombs & Whisler's theory on student-centered education. According to Irawati et al, the Merdeka Curriculum is intended to give students the flexibility to develop and execute learning depending on their skills, offering students the ability to build their own learning experiences, and fostering autonomous inquiry and discovery<sup>27</sup>. McCombs & Whisler's theory, likewise, noted the importance of adapting education to meet the individual needs and interests of students. By granting students the freedom to embark on autonomous learning journeys, the Merdeka curriculum not only instills a sense of ownership and engagement but

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<sup>27</sup> Dini Irawati et al., "Merdeka Belajar Curriculum Innovation and Its Application in Education Units," *Edumaspul: Jurnal Pendidikan* 6, no. 2 (2022): 2506–14,

also aligns closely with the student-centered approach advocated by McCombs & Whisler. This parallel underscores the potential of the Merdeka curriculum to empower students and create a learning environment centered on their unique learning pathways, ultimately enhancing the overall educational experience.

#### 5) Building an Inclusive and Diverse Learning Community

Building an inclusive and diverse learning community is a pivotal aspect that bridges the implementation of the Merdeka curriculum with the principles laid out in McCombs & Whisler's theory on student-centered education. The Merdeka Curriculum is intended to foster a learning environment that values diversity and accommodates a variety of learning styles, skills, and cultural backgrounds (Junarti et al)<sup>28</sup>. As a result, this curriculum will strength learning outcomes, character, and collaborate with various parties both domestically and globally (Fauzan et al)<sup>29</sup>. McCombs & Whisler's theory emphasizedthe importance of tailoring education to the individual needs of students, recognizing that a one-size-fits-all approach is inadequate. By fostering inclusivity and diversity, the Merdeka curriculum aligns seamlessly with the student-centered approach proposed by McCombs & Whisler. This convergence

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<sup>28</sup> Ermy Dikta Sumanik Juniarti, Husna Imro'athush Sholihah, Ratna Puspita Sari, Markus Oci, "INNOVATION IN EDUCATIONAL TECHNOLOGY TO ENHANCE STUDENT LEARNING ACHIEVEMENT IN THE ERA OF THE MERDEKA CURRICULUM," *Indonesian Journal of Education (INJOE)* 3, no. 2 (2023). P 305

<sup>29</sup> Fauzan et al., "The Implementation of the Merdeka Curriculum (Independent Curriculum) in Strengthening Students' Character in Indonesia." P 140

underscores the potential of the Merdeka curriculum to not only empower students but also create a learning community that respects and values the unique attributes and backgrounds of each learner, thus enhancing the overall educational experience.

6) Adapting Instruction to Diverse Learner Needs

Adapting instruction to diverse learner needs is a core concept within McCombs & Whisler's theory on student centered education, and this principle finds a natural alignment with the implementation of the Merdeka curriculum. McCombs & Whisler's theory pointed out the significance of adapting the educational experience to meet the unique needs, interests, and abilities of each student. According to Nurzen, the Merdeka Curriculum aims to provide more opportunities for students to learn and develop based on their interests and talents, with a focus on developing personalized learning paths that will allow educators to effectively implement education tailored to individual students<sup>30</sup>. By tailoring education to individual learners through the Merdeka curriculum, educators can create an environment where students can thrive and engage with the curriculum at their own pace and in a manner that suits their learning styles. This combination demonstrates the Merdeka curriculum's ability to realize McCombs and Whisler's vision

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<sup>30</sup> M. Nurzen, "Teacher Readiness in Implementing the Merdeka Curriculum," *Edunesia: Jurnal Ilmiah Pendidikan* 3, no. 3 (2022): P 314

of student-centered education by providing each student with a flexible, adaptable, and individualized learning experience.

#### 7) Cultivating Relevance and Connection

Cultivating relevance and connection is at the core of both McCombs & Whisler's theory on student-centered education and the implementation of the Merdeka curriculum. McCombs & Whisler's theory noted the importance of creating educational environments that are not only tailored to individual learners but also designed to engage students deeply with the material. Nurzen stated that the Merdeka Curriculum gives teachers independence and autonomy in creating and executing the curriculum, with the goal of providing students with a more relevant and meaningful learning experience<sup>31</sup>. In other words, cultivating meaningful Merdeka curriculum learning experiences implies that teachers may create chances for students to study themes which match their interests and experiences, resulting in a deeper and lasting comprehension of the content. This connection points out the Merdeka curriculum's ability to actualize McCombs and Whisler's concept of student-centered education by creating meaningful and rewarding learning experiences that empower students and encourage their educational advancement.

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<sup>31</sup> Nurzen. P 318



## 8) Fostering Student Empowerment and Ownership in Education

Fostering student empowerment and ownership in education is a critical aim shared by McCombs and Whisler's student-centered approach and the Merdeka curriculum implementation. McCombs & Whisler's theory stressed the importance of tailoring the educational experience to meet the unique needs and interests of individual students, thereby empowering them to take an active role in their learning journey. In the journal of Anggara, Sukmariningsih et al stated that MBKM empowers students to take ownership of their learning experience<sup>32</sup>. Growing Student Empowerment and Ownership in Merdeka Curriculum can be accomplished by educators creating an environment in which students are not only passive recipients of knowledge but active participants in the learning process. This confluence highlights the Merdeka curriculum's ability to actualize McCombs and Whisler's goal for student-centered education by instilling in students a feeling of ownership, autonomy, and involvement, thereby improving their educational experience and outcomes.

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<sup>32</sup> Sahya Anggara, "Exploring the Effectiveness of Merdeka Belajar Kampus Merdeka Policy in Indonesian Higher Education Institutions: An In-Depth Case Study Analysis," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 2 (2023): P 1566

#### 9) Valuing Student Perspectives and Fostering Mutual Respect

Valuing student perspectives and fostering mutual respect are foundational principles that establish a strong correlation between McCombs & Whisler's theory on student-centered education and the implementation of the Merdeka curriculum. The idea of McCombs and Whisler pointed out the need of personalizing the educational experience to match the unique needs, interests, and views of individual students, developing mutual respect. The Merdeka curriculum, according to Anggara, attempted to provide students more autonomy and freedom in determining their own educational route by valuing student viewpoints<sup>33</sup>. Teachers create a learning atmosphere in which students feel acknowledged and valued by emphasizing the importance of recognizing students' perspectives and developing mutual respect through the Merdeka Curriculum. This agreement emphasizes the Merdeka curriculum's potential to realize McCombs and Whisler's objectives for student-centered education by instilling respect and appreciation for students' voices, thereby improving the overall educational experience and promoting a more inclusive and engaging learning environment.

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<sup>33</sup> Anggara. P 1567

#### 10) Empowering Student Growth through Ongoing Assessment and Personalized Feedback

Enabling student improvement through constant evaluation and individualized feedback is an essential aspect of McCombs and Whisler's philosophy of student-centered education and the Merdeka curriculum's implementation. According to McCombs and Whisler's idea, it is critical to modify education to match the unique requirements of each student. Teachers must regularly assess student achievement and offer feedback on individual growth and advancement. Based on Shadri et al, there are five assessment principles in the Merdeka curriculum<sup>34</sup>. At this point the researcher only focuses on the third point that is related to McCombs & Whisler "Assessment and Feedback" theory. The third assessment principle in the Merdeka curriculum is that assessments must be designed fairly, proportionally, validly, and consistently in order to explain learning progress, determine next steps, and serve as the foundation for developing appropriate subsequent learning programs through continuous assessment and feedback. Continuous evaluation and tailored feedback on Merdeka curriculum, allowing students to examine their progress on a regular basis, discover areas for development, and receive particular comments to help them advance. The Merdeka curriculum exhibits the practical application of McCombs

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<sup>34</sup> Robby Shadri et al., "Assessment in the Merdeka Curriculum: How Are the Teachers' Perspectives on It?," *JURNAL PAJAR (Pendidikan Dan Pengajaran)* 7, no. 1 (2023): P 206

and Whisler's concept for student-centered education by providing constant evaluation and tailored feedback. It promotes individual growth and accomplishment by creating a learning environment in which students are encouraged to take responsibility of their educational path.

#### 11) Ensuring Holistic Evaluation with Diverse Assessment Approaches

Providing extensive evaluation through a variety of assessment approaches is a correlation between McCombs and Whisler's concept of student-centered education and Merdeka curriculum implementation. Based on McCombs and Whisler's student-centered theorizing, teachers employ standardized and alternative types of assessment and allow students to show competency and accomplishment of educational standards in a variety of methods. According to Shandri et al, there are five assessment principles in the Merdeka curriculum<sup>35</sup>. At this point the researcher only focuses on the second point that is related to McCombs & Whisler "Diverse Assessment Approaches" theory. The second principle of the Merdeka curriculum is that the Merdeka Curriculum assessment is carried out in accordance with the objectives of the assessment, namely: fairness, assessment that does not take sides in background, identity, or students with special needs, teachers need to provide assessments fairly with a variety of approaches to suit student

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<sup>35</sup> Shadri et al. P 206

needs. This second principle is consistent with McCombs and Whisler's "Diverse Assessment Approaches" theory, in which evaluation is carried out based on correct information regarding student accomplishment or learning outcomes, utilizing multiple approaches to adapt all pupils according to their capacities. The Merdeka curriculum represents the practical implementation of McCombs and Whisler's philosophy for student-centered education by embracing varied assessment techniques, ensuring that students are tested in a manner that honors their individual strengths and promotes their overall educational growth. This strategy promotes a well-rounded learning experience that empowers students and enables their own progress.

#### 12) Fostering Inclusivity and Collaboration through Heterogeneous Grouping

Fostering inclusion and cooperation through diverse grouping is a cornerstone that strongly integrates McCombs and Whisler's theory of student-centered education with the implementation of the Merdeka curriculum. The theory of McCombs and Whisler emphasized inclusion and collaboration through various groups to promote student cooperation, shared responsibility, and a sense of belonging. According to Junarti et al, the Merdeka Curriculum encourages autonomous and collaborative learning by letting students engage with teachers and peers. Students from varied backgrounds and experience may cooperate by utilizing heterogeneous grouping in the Merdeka Curriculum,

encouraging inclusion and a sense of oneness<sup>36</sup>. This strategy encourages kids to learn from their peers' viewpoints and experiences, to accept responsibility for their difficulties, and to take charge of their education. By building a learning environment that encourages variation and develops collaboration, the Merdeka curriculum efficiently executes McCombs and Whisler's concept for student-centered education. As a consequence, it improves the whole educational experience and prepares students to flourish in a globalized and diverse society.

In conclusion, the Merdeka Curriculum aligns to McCombs and Whisler's student-centered perspective. The emphasis on developing soft skills and character, as well as critical knowledge, emphasizes the need of student-centered practices that provide meaningful and comprehensive learning experiences. Furthermore, the curriculum's emphasis on flexible learning is consistent with student-centered philosophy, which emphasizes personalization, inclusion, cooperation, and an understanding of students' particular needs. Teachers can create a learning environment that not only provides students with necessary knowledge but also encourages personal growth, inclusivity, and adaptability to an ever-changing educational landscape by incorporating McCombs and Whisler's principles into the

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<sup>36</sup> Juniarti, Husna Imro'athush Sholihah, Ratna Puspita Sari, Markus Oci, "INNOVATION IN EDUCATIONAL TECHNOLOGY TO ENHANCE STUDENT LEARNING ACHIEVEMENT IN THE ERA OF THE MERDEKA CURRICULUM." P 294

Merdeka Curriculum, ultimately contributing to the holistic development of future generations.

#### **4. The Advantage Of Students Centered Approach**

According to Sabine Hoidn he say that the student-centered approach in its implementation has several advantages<sup>37</sup>, there are:

1. Making Students an Integral Part of the Academic Community: Students are said to be part of the academic community, but in practice this can be difficult to achieve due to varied practices of rigid teaching structures . Via scl, students can become part of that community much earlier, given that the teacher acts as a facilitator, rather than an instructor . In encouraging students to think for themselves, analytical skills and critical thinking are gained ear Student centered learning.
2. An Increased Motivation to Learn: Student Centered Learning can encourage deeper learning. Knowledge retention differs depending on the way in which material is learned, but all types of active learning show a higher retention rate than traditional forms of learning . The student is also of ten more motivated to learn through scl, because the tasks set require original thought and increase interest in the sub ject-matter.

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<sup>37</sup> Sabine Hoidn, "Student- - - Centered Learning Environments in Higher Educa7on Classrooms Disposi7on," 2020. P 29

3. Independence and Responsibility in Learning: Within student centered learning, students must engage with the course material and are in control of their learning . This makes the student more independent and adaptable to life after higher education . The independence of students enables them to learn more effectively and to gain other skills such as teamwork, effective written and verbal communication, prioritisation of tasks and critical analysis . In turn, students can develop transferable skills and would be able to work more effectively in their careers and lives in general
4. Due Consideration for Student Needs: Massification of higher education has had the effect of diversifying the student body . Inevitably students have differing needs that are wider than ever before . scl can enable students to study in a flexible manner, through the use of part-time study, distance learning and e-learning . The scl approach demonstrates that learning is not limited to a given time or place in the way that traditional learning has been . Different learning needs of students can also be met because students can engage with materials in different ways . For example, some students engage more with audiovisual materials whereas others prefer.



## 5. The Disadvantage Of Student Centered Approach

According to Stoliarenko, a student-centered approach in its implementation also has several disadvantages<sup>38</sup>, including:

1. It requires a longer time for students so it is difficult to achieve curriculum targets.
2. Take a long time for teachers so that teachers in general do not want to use cooperative learning.
3. It requires special skills of teachers so that not all teachers can do or use of cooperative learning.
4. Specific nature of student demands, such as the nature likes to work together.

## B. Review Of Related Study

There had been relevant preceding research to prove the originality of this study. The research carried out includes student-centered approaches, student-centered approaches in Merdeka Curriculum, and student-centered approaches in teaching English, then Merdeka Curriculum and the implementation of the Merdeka Curriculum in ELT (English Language Teaching).

First, research conducted by Ive Emaliana with her journal entitled “Teacher-centered or Student-centered Learning Approach to Promote Study?”

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<sup>38</sup> Stoliarenko, “A Student-Centered Educational Approach Scientific Reasoning And Empirical Study.” P 398

By using a quantitative approach method, focused on students-centered approaches in learning English. The findings were obtained research provides EFL teachers with in-depth information about students learning needs as input for syllabus planning and materials, for lessons plan and practice classroom instruction<sup>39</sup>. Studies show the importance of a good understanding of student variables in TEFL (Teaching English as a Foreign Language) programs at the university level in Indonesia. The similarity of this research lies in the focus taken, student-centered, with distinction in subjects where Emaliana's research is conducted at the university level while this research will be conducted at the junior high school.

Second, Muhammad Anis and Choiril Anwar's research with the title "Self-organized learning environment teaching strategy for ELT in Merdeka Belajar concept for high school students in Indonesia" also focuses on the implementation of Merdeka curriculum in ELT (English Language Teaching)<sup>40</sup>. This research used conceptual analyses in methodology. The results of this article revealed that Merdeka Belajar and SOLE (SelfOrganized Learning Environment) both have noble goals which lead to the formation of a strong character for students, especially high school students. The resemblance of this research is the implementation of the Merdeka curriculum in ELT, with

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<sup>39</sup> Emaliana, "Teacher-Centered or Student-Centered Learning Approach to Promote Learning." 2022. P 61

<sup>40</sup> Anis and Anwar, "Self-Organized Learning Environment Teaching Strategy for ELT in Merdeka Belajar Concept for High School Students in Indonesia." 2020. P 199

disparity in subjects where Anis's research is conducted at the high school level while this research will be conducted at the junior high school level.

Third, research conducted by Sania Tricahyati & M. Zaim with the title "English Teachers' Readiness in Implementing of 'Merdeka Belajar' Curriculum in Teaching English at Junior High School in Padang", quantitative was used in this research, with the results showing that teachers have obstacles in this regard formulate learning outcomes and apply them differently learning in the teaching and learning process. Even teachers is in the ready category, still requires workshops and training<sup>41</sup>. The similarity of this research lies in the application of the Merdeka Curriculum in teaching English at the secondary school level, while the difference lies in the student-centered approach which is the focus of this study.

Fourth, previous research which is also related to this research is a thesis written by Dewi Laura Situmorang entitled "Junior High School English Teachers' Experience towards Merdeka Curriculum Implementation in Jambi City" which used a questionnaire in her research. The results of this thesis show that respondents have different perceptions of the level of teacher skills in teaching in implementing Merdeka Curriculum<sup>42</sup>. The similarity with this research is the application of the Merdeka Curriculum to junior high school students, while the focus on student-centered is the difference.

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<sup>41</sup> Tricahyati and Zaim, "English Teachers' Readiness in Implementation of 'Merdeka Belajar' Curriculum in Teaching English at Junior High School." 2023. P 98

<sup>42</sup> DEWI LAURA SITUMORANG, "Junior High School English Teachers' Experience towards Merdeka Curriculum Implementation in Jambi City," *Journal of Engineering Research* (2023). P 40

Next, Judith L Meece's journal article with the title "Applying Learner-Centered Principles to Middle School Education" is also theoretical reference material in this research, using survey data from 2,200 secondary schools, Students from various communities across America. Nonetheless, these findings demonstrate the many important motivational benefits of learner-centered practices for young people teenager<sup>43</sup>. The similarities are visible in the context of student-centered secondary school students, whereas the difference is not in the context of the Merdeka curriculum.

The last, Iffa Kharimah in her journal "The Implementation of Merdeka Curriculum for Formal English Learning" stated that Implementation of the Merdeka Curriculum in English Learning at the Middle School Level, namely by applying the Project Based Learning method is the application of student-oriented learning (student-centered). Using qualitative data collection, the study revealed that the Merdeka Curriculum's implementation at the elementary, middle, and high school levels prioritizes project-based learning, focusing on mastery of character, literacy, skills, and technology, and adheres to a basic framework, targeted competency, curriculum structure, learning process, assessment, teaching resources, and tools<sup>44</sup>. This journal from Kharimah is similar to this study discussion of the student-centered approach in the Merdeka curriculum, the difference only lies in the SMP objects used.

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<sup>43</sup> Meece, "Applying Learner-Centered Principles to Middle School Education.2022" P 110

<sup>44</sup> Kharimah et al., "The Implementation Of Merdeka Curriculum For Formal English Learning." 2023. P 53

This thesis is prepared based on the background information provided. Discussion Topic: Student-Centered, Merdeka Curriculum, English Language Teaching, Middle School is the same as previous research, but what differentiates this research is the focus of the field of study; As stated above, the findings of previous research are combined and studied so that the results can be in accordance with the objectives that have been written, namely " *The Implementation Of Student-Centered Approach In Teaching English For Junior High School Student In Rejang Lebong District*" with the location of the research object that differentiates the research This is a secondary school in Rejang Lebong which has a high accreditation score which is the topic of the research. A junior high school was appointed so that the research can be on target and in accordance with the talents they have.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this research, the researcher uses qualitative research method with descriptive qualitative. According to Creswell in Sugiyono, qualitative research is a process to explore and understand individual and group behavior describing social or human problems<sup>45</sup>. It means that qualitative research aims to understand in depth how individuals or groups interact with their environment, how they make decisions, and how they respond to changes or certain situations. Additionally, Brumfit and Mitchell asserted that descriptive research will aim at providing accurately an account as possible of what current practice is, namely the learning process of the students, the teaching process of the teacher, what the classroom looks like, at particular moment in a particular place<sup>46</sup>.

This research is presented in qualitative way, as defined by Hancock, qualitative research is pertinent with developing explanations of phenomena. It depicted the social phenomena as they take place naturally<sup>47</sup>. Accordingly, descriptive research is appropriate to apply in this research to answer the questions of the research.

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<sup>45</sup> Rifqi Zaeni et al., "Cooperative Integrated Reading and Composition (Circ) Model Learning Plan in Improving English Reading Skill," *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, 23(2), 23, no. 530 (2020). P 226

<sup>46</sup> Christopher Brumfit and Mitchell Rosamond, "Research in the Language Classroom," *MODERN ENGLISH PUBLICATIONS in Association With the British Council*, 1990, 1–184. P 11

<sup>47</sup> Beverley Hancock and Elizabeth Ockleford Kate Windridge, *An Introduction to Qualitative Research*, National Institute For Health Research, 2007, P 7

Qualitative research design can be used as a method in research because the design is described in a comprehensive manner that is easy to understand by researcher and academics<sup>48</sup>. This research was conducted with the aimed of investigated the implementation of the student-centered approach in Merdeka curriculum by teachers in teaching English at SMP N 01 Rejang Lebong, SMP N 02 Rejang Lebong, SMP N 03 Rejang Lebong, SMP N 13 Rejang Lebong. and used descriptive qualitative by describing the English teaching process and the teaching process was also adapted to the theory of McCombs & Whisler. Field results that are not in accordance with the theoretical basis are explained regarding the difficulties and obstacles faced in teaching English with a student-centered approach.

## **B. Subject Of The Research**

According to Creswell, the subject is someone or something that hits the wish to obtain information<sup>49</sup>. It means that the subject is a participant (thing or person) who provides information for collecting data. The subject of this research is a separate section in grade 7,8 and 9 at the grade level of selected teachers who have implemented the Merdeka curriculum in their classes.

Researchers took subjects using purposive sampling. Purposive sampling is one of the most common sampling techniques where participants are selected depending on criteria relevant to the research question. This means that researchers take samples

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<sup>48</sup> Muhammad Rijal Fadli, "Memahami Desain Metode Penelitian Kualitatif," *Humanika* 21, no. 1 (2021). P 34

<sup>49</sup> John W. Creswell and J. David Creswell, *Mixed Methods Procedures*, ed. Amy Marks, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Fifth Edit* (London EC1Y 1SP United Kingdom: SAGE Publications India Pvt. Ltd., 2018).p 291

based on considerations related to the research objectives. Based on observations made, there are 56 junior high schools in Rejang Lebong data obtained from the Ministry of Education and Rejang Lebong District and on average they have implemented the Merdeka Curriculum. Researchers chose schools that have implemented Merdeka Curriculum and have high accreditation scores, such as SMP N 01 Rejang Lebong, SMP N 02 Rejang Lebong, SMP N 03 Rejang Lebong and SMP N 13 Rejang Lebong, There is 1 English teacher who teaches 9<sup>th</sup> grade at SMP N 1, 1 English teacher who teach 7<sup>th</sup> grade at SMP N 2, 1 English teacher who teach 7<sup>th</sup> grade at SMP N 3 and 1 English teacher who teaches 7<sup>th</sup> grade at SMP 13. So there are 4 teachers who were respondents in this research. Then observations were carried out during the learning process to obtain data. After completing the observations, the researcher conducted interviews to strengthen the data.

### **C. Technique For Collecting Data**

In collecting the data, participant observation and structured interviews Observations were conducted to investigate how the student-centered approach in Merdeka Curriculum course was implemented in English classes. Structured interviews were conducted with research subjects, English teacher who teaches in 9<sup>th</sup> grade at SMP N 01 Rejang Lebong and 7<sup>th</sup> grade at SMP N 02 Rejang Lebong, SMP N 03 Rejang Lebong and SMP N 13 Rejang Lebong.

#### **1. Observation**

A qualitative observation is when the researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes, the



researcher records, in an unstructured or semi-structured way (using some prior questions that the inquirer wants to know), activities at the research site. Qualitative observers may also engage in roles varying from a nonparticipant to a complete participant<sup>50</sup>. Sutrisno Hadi said "observation is a method of collecting data by systematically observing and recording the phenomena being studied"<sup>51</sup>.

Observations were carried out directly during the English learning process for 9<sup>th</sup> grade at SMP N 01 Rejang Lebong, 7<sup>th</sup> grade SMP N 02 Rejang Lebong, SMP N 03 Rejang Lebong and SMP N 13 Rejang Lebong. Participant observation was employed in this study to directly monitor the learning process in the classroom. Throughout the procedure, videos of learning activities and images taken during observations were captured as archives for data analysis.

## **2. Interview**

According to Creswell & Poth, In qualitative interviews, the researcher conducts face-to-face interviews with participants, telephone interviews, or engages in focus group interviews with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants<sup>52</sup>. There are three different formats of interviews: structured, semi-structured and unstructured.

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<sup>50</sup> Creswell and Creswell. P 302.

<sup>51</sup> Maria Ulfa, "Penggunaan Metode CIRC Untuk Meningkatkan Kemampuan Membaca Siswa Mata Pelajaran Bahasa Indonesia," 2015. P 36

<sup>52</sup> Creswell and Creswell, *Mixed Methods Procedures*. p 303

In this research, researchers used interviews as confirmation of data obtained from observations. Structured interviews were used by the researcher. A structured interview is an interview where the questions have been prepared in advance. The researcher decided to use this interview technique because the researcher wanted to know the answers verbally. Interviews were conducted with 4 teachers to support data from observations. In this research, the interviewer used an interview guide. After that, the interview data was converted into written form.

#### **D. Instrument Of The Research**

##### **1. Observation Checklist**

Observation checklist is a list of things that an observer will pay attention to when observing a class. This list may have been prepared by the observer or the teacher or both. According to Borg & Gall in Abdullah Farih and friends discuss observation checklist as one of the research tools used to observe and record specific behavior or events during the observation process<sup>53</sup>. Observation checklists allow researchers or observers to systematically record the presence or absence of desired indicators, so that the data collected is more objective and structured. Borg & Gall emphasize that observation checklists are very useful in educational research to observe classroom activities, teacher behavior, and student interactions. They also point out that checklists help reduce subjective

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<sup>53</sup> Abdullah Farih and Afifa Eka Kurniawati Dewi, "Developing Picture Describe For Elementary School Students' Speaking Skills," *Belantika Pendidikan* 4, no. 1 (2021): 1–11, P 6

observer bias by providing clear guidelines on what to record during the observation process.

In this study, the researcher used direct observation to collect data related to the implementation and teaching techniques used by teachers in the independent curriculum in the student-centered approach. Data has been collected to answer the question "How do teachers implement a student-centered approach in the Merdeka Curriculum in teaching English to their students at SMP Favorit in Rejang Lebong?". The blueprint of the Observation can be seen in the table below:

**Table 1 Observation Checklist The implementation of student-centered approach in in teaching English for Junior High School Student in Rejang Lebong District**

No	Indicator	Sub Indicator	Statement	Yes	No
1.	Fostering Student-Centered Learning Through Meaningful Themes	1. Student Involvement in Theme Selection 2. Implementation of Active Learning	1. Teacher gives students the opportunity to participate in choosing a theme or express their interest regarding the theme used.  2. Teachers facilitate active learning activities (discussions, projects, group work) relate to the theme to meet the individual needs of students.		
2.	Cultivating Intellectual Excellence through complex learning challenges	1. Use of Complex Learning Challenges 2. Systematic Problem Solving Process	1. Teacher invites students to analyze, evaluate and synthesize the information in the assignment given.  2. Teachers and students have opportunities to improve the topic studied in order to achieve intellectual greatness.  3. Teacher guides students through a systematic problem-solving process, including planning, exploring solutions, and reflecting on results.		

			4. Teacher provides students with opportunities to engage in deep, critical thinking and problem-solving		
3.	Elevating Education through Critical and Higher-Order Thinking Skills	<p>1. Use of Learning Tools that Support Higher-Order Thinking</p> <p>2. encourage the development of the critical cognitive abilities</p>	<p>1. Teachers use tools or technology that assist students in data analysis, argument development, and complex decision making that utilize higher-order thinking skills.</p> <p>2. students are encouraged to think critically, analyze with HOTS (Higher-Order Thinking Skill) assessment, and engage in complex problem solving</p>		
4.	Empowering Students through Autonomous Learning Journeys	<p>1. Providing Freedom in the Learning Process</p> <p>2. Personalized Learning</p>	<p>1. Teachers provide opportunities for students to choose topics, methods, or projects that suit their interests.</p> <p>2. Teachers adapt materials and assignments to suit students' individual learning needs and styles.</p>		
5.	Building an Inclusive and Diverse Learning Community	<p>1. Respect for Diversity</p> <p>2. Inclusive Use of Materials</p>	<p>1. Teachers encourage students to value and respect diverse backgrounds, cultures, and identities</p> <p>2. Learning materials used in the classroom reflect cultural, linguistic, and perspective diversity.</p>		
6.	Adapting Instruction to Diverse Learner Needs	<p>1. Adaptation of Teaching Strategies</p> <p>2. Differentiation of Learning Content</p>	<p>1. The teacher adjusts teaching methods and approaches according to different learning styles (visual, auditory, kinesthetic).</p> <p>2. The teacher provides opportunities for students to learn and develop based on their interests and talents, with a focus on developing personalized learning paths that will allow the teacher to effectively implement education tailored to individual students</p> <p>2. The teacher uses content or materials that are tailored to different levels of student ability (e.g., learning materials of varying difficulty levels).</p>		
7.	Cultivating Relevance and Connection	1. Relating Material to Real Life	1. The teacher connects the learning content to real-life experiences or concrete examples that are relevant and meaningful students.		

		2. Relating Learning to Student Interests and experience	2. The teacher incorporates students' personal interests or hobbies into the learning material to increase their engagement.		
8.	Fostering Student Empowerment and Ownership in Education	1. Providing Opportunity to Choose 2. Student Responsibility for Learning	1. The teacher provides opportunities for students to choose how they learn (e.g., choosing a project, learning method, or topic). 2. The teacher provides space for students to make decisions about their own learning process, including setting learning goals.		
9.	Valuing Student Perspectives and Fostering Mutual Respect	1. Providing Space for Student Expression 2. Teaching Students to Respect Each Other	1. Teachers provide opportunities for students to feel acknowledged and valued speaking, sharing their thoughts, and expressing themselves freely in a safe and open environment. 2. Teachers encourage students to respect and listen to each other during discussions or group work.		
10.	Empowering Student Growth through Ongoing Assessment and Personalized Feedback	1. Use of Ongoing Formative Assessment 2. Providing Personal and Constructive Feedback	1. Teachers routinely use formative assessments (quizzes, small assignments, discussions) to monitor students' learning progress throughout the learning process. 2. Teachers involve students in the assessment process by asking them to do self-assessments or peer-assessments to examine their progress regularly, discover areas for development, and receive particular comments to help them advance.		
11.	Ensuring Holistic Evaluation with Diverse Assessment Approaches	1. Use of Various Assessment Methods 2. Assessment of Cognitive, Affective, and Psychomotor Aspects	1. Teachers use various assessment methods such as written tests, observations, portfolios, presentations, projects, and peer-assessments to assess student progress. 2. Teachers assess students holistically by considering cognitive (knowledge), affective (attitude), and psychomotor (skills) aspects.		
12.	Fostering Inclusivity and Collaboration through	1. Formation of Diverse Groups	1. The teacher actively forms learning groups consisting of students with different backgrounds, abilities, and skills.		

	Heterogeneous Grouping	2. Creation of a Supportive Environment	2. The teacher creates a safe and supportive classroom environment, where all students feel valued and encouraged to participate.		
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## 2. Interview guideline

In this study, the researcher used interviews as confirmation of data obtained from observations. Structured interviews were used by the researcher. Structured interviews are a type of interview whose questions have been prepared in advance. The researcher decided to use this interview technique because the researcher wanted to know the answers verbally. Interviews were conducted with teachers who were the subjects of the study to support data from observations. In this study, the interviewer used interview guidelines and also used social media, namely voice notes on Whatsapp. After that, the interview data was converted into written form.

**Table 2 Interview Guide The implementation of student-centered approach in in teaching English for Junior High School Student in Rejang Lebong District**

No	Indicator	SubIndicator	Questions
1.	Fostering Student-Centered Learning Through Meaningful Themes	1. Student Involvement in Theme Selection 2. Implementation of Active Learning	1. How do you choose themes that are relevant and meaningful to your students? 2. How do you adjust the implementation of themes for different abilities and learning styles of students? 3. How do you tailor the learning experience to meet the individual needs of students? 4. How do you facilitate active learning in the implementation student-centered approach?

2.	Cultivating Intellectual Excellence through complex learning challenges	<ol style="list-style-type: none"> <li>1. Use of Complex Learning Challenges</li> <li>2. Systematic Problem Solving Process</li> </ol>	<ol style="list-style-type: none"> <li>1. How do you select or design learning challenges that require students' critical and creative thinking?</li> <li>2. How do you encourage students to become independent learners when facing complex learning challenges?</li> <li>3. How do you engage students in problem-solving activity?</li> </ol>
3.	Elevating Education through Critical and Higher-Order Thinking Skills	<ol style="list-style-type: none"> <li>1. Use of Learning Tools that Support Higher-Order Thinking</li> <li>2. encourage the development of the critical cognitive abilities</li> </ol>	<ol style="list-style-type: none"> <li>1. What strategies do you use to encourage students to think critically and apply higher order thinking skills in learning?</li> <li>2. How do you encourage the development of students' critical cognitive abilities?</li> </ol>
4.	Empowering Students through Autonomous Learning Journeys	<ol style="list-style-type: none"> <li>1. Providing Freedom in the Learning Process</li> <li>2. Personalized Learning</li> </ol>	<ol style="list-style-type: none"> <li>1. How do you provide students with the freedom to determine the direction of their learning?</li> <li>2. How do you personalize students' learning experiences to suit their individual needs, interests, and abilities?</li> <li>3. What are the student's needs and interests in learning?</li> <li>4. What students' learning experiences that suit their needs, interests, and abilities?</li> </ol>
5.	Building an Inclusive and Diverse Learning Community	<ol style="list-style-type: none"> <li>1. Respect for Diversity</li> <li>2. Inclusive Use of Materials</li> </ol>	<ol style="list-style-type: none"> <li>1. What strategies do you use to encourage students to value cultural, linguistic, and background diversity in the classroom?</li> <li>2. How do you ensure that the learning materials used reflect diversity and inclusion?</li> <li>3. What learning materials do you use to reflect cultural, linguistic, and perspective diversity?</li> </ol>

6.	Adapting Instruction to Diverse Learner Needs	<ol style="list-style-type: none"> <li>1. Adaptation of Teaching Strategies</li> <li>2. Differentiation of Learning Content</li> </ol>	<ol style="list-style-type: none"> <li>1. How do you select and use different learning media (audio, visual, kinesthetic) to meet different student needs?</li> <li>2. How do you modify or differentiate materials and tasks to suit different levels of student ability?</li> <li>3. How do you provide opportunities for students to learn and develop based on their interests and talents?</li> </ol>
7.	Cultivating Relevance and Connection	<ol style="list-style-type: none"> <li>1. Relating Material to Real Life</li> <li>2. Relating Learning to Student Interests and experience</li> </ol>	<ol style="list-style-type: none"> <li>1. How do you ensure that the learning material you teach is relevant and meaningful to the students' daily experiences or lives?</li> <li>2. How do you connect the learning to students' personal interests or hobbies to increase their engagement?</li> </ol>
8.	Fostering Student Empowerment and Ownership in Education	<ol style="list-style-type: none"> <li>1. Providing Opportunity to Choose</li> <li>2. Student Responsibility for Learning</li> </ol>	<ol style="list-style-type: none"> <li>1. How do you provide opportunities for students to choose how they learn or choose the assignments they want to work on?</li> <li>2. How do you encourage students to take responsibility for their own learning progress and outcomes?</li> </ol>
9.	Valuing Student Perspectives and Fostering Mutual Respect	<ol style="list-style-type: none"> <li>1. Providing Space for Student Expression</li> <li>2. Teaching Students to Respect Each Other</li> </ol>	<ol style="list-style-type: none"> <li>1. How do you provide a safe space for students to feel acknowledged and valued by expressing their thoughts or opinions without fear of being judged negatively?</li> <li>2. How do you encourage students to respect and accept differences of opinion among themselves?</li> </ol>
10.	Empowering Student Growth through Ongoing Assessment and Personalized Feedback	<ol style="list-style-type: none"> <li>1. Use of Ongoing Formative Assessment</li> <li>2. Providing Personal and Constructive Feedback</li> </ol>	<ol style="list-style-type: none"> <li>1. How do you use formative assessments in learning to monitor students' progress on a regular basis?</li> <li>2. How do you involve students in the assessment process, such as self-assessments or peer-assessments?</li> <li>3. How far do self-assessments or peer-assessments help them discover areas for their development?</li> </ol>
11.	Ensuring Holistic Evaluation with Diverse Assessment approaches	<ol style="list-style-type: none"> <li>1. Use of Various Assessment Methods</li> </ol>	<ol style="list-style-type: none"> <li>1. What assessment methods do you use to evaluate student progress? Do you use a combination of written tests, projects, and observations?</li> </ol>



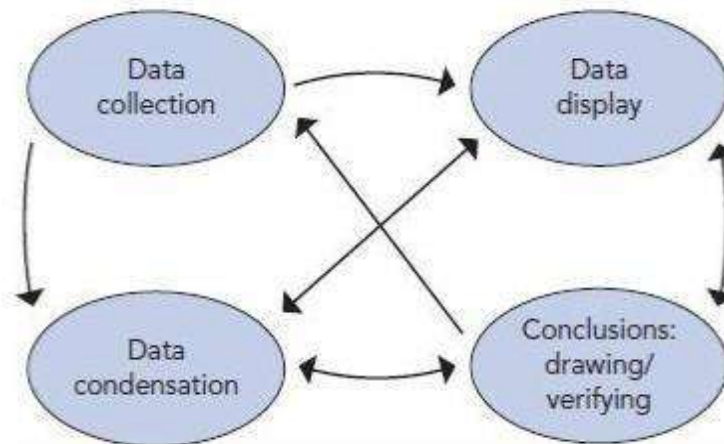
		2. Assessment of Cognitive, Affective, and Psychomotor Aspects	2. How do you assess students holistically, covering cognitive (knowledge), affective (attitude), and psychomotor (skills) aspects?
12.	Fostering Inclusivity and Collaboration through Heterogeneous Grouping	1. Formation of Diverse Groups 2. Creation of a Supportive Environment	1. What factors do you consider when grouping students?  2. What collaborative learning strategies do you use to encourage cooperation within the group?  3. What steps do you take to create an inclusive and supportive classroom environment for all students?

### E. Technique Of Data Analysis

Data analysis is a systematic process for organizing, interpreting, and presenting data in a study. The goal of data analysis is to understand the meaning contained in the data collected and discover patterns, trends, or relationships that may exist between observed variables or concepts. Feature qualitative data is their richness and holism, with strong potential for revealing Complexity, such data provide “thick descriptions” (Geertz) that are vivid, are nested in a realcontext, and have a ring of truth that has a strong impact on the reader<sup>54</sup>. According to Miles and Huberman, the activities carried out in data analysis in qualitative data analysis have a flow of activities that occur simultaneously, there are:

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<sup>54</sup> y Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis, ed. QuADS Prepress (P) Ltd., Third Edit (United States of America: SAGE Publications, Inc., 2014). P 30*



**Figure 1 Analysis Interactive Model**

*(source: Miles, Huberman dan Saldana (2014))*

### 1. Data Collection

After the data is collected, the next step is to analyze it. To facilitate classification, the researcher gives a code to each data. The first step is to transcribe the interview results. In the second step, the researcher classifies the data based on the dimensions of the research questions. Data and information obtained from informants through observation and interviews are combined into research notes containing two aspects, namely descriptive notes, namely natural notes containing what is heard, experienced, recorded, seen, felt without any response from the researcher regarding the phenomena that occur. The second is reflective notes, namely notes containing impressions, messages, comments and interpretations of the researcher regarding the phenomena he is facing. These notes are obtained from the results of interviews.

## 2. Data Condensation

After the data is collected, the next step is data condensation, this process is the selection, focusing, simplifying, and organizing qualitative data. At this stage the researcher tries to remove all irrelevant information. The procedure used to conduct data analysis in this study is to collect interview data that has been conducted so that the data obtained can really be focused according to the level of need in the study. Conducting interviews to obtain data according to the research topic.

## 3. Data Display

Data display or data presentation is also a stage of qualitative data analysis techniques. Presentation of data is an activity when a set of data is arranged in a systematic and easy-to-understand manner, thus providing the possibility of concluding. The form of presentation of qualitative data can be in the form of narrative text (in the form of field notes), matrices, graphs, networks, or charts. By presenting the data, the data will be organized and arranged in a relationship pattern, so that it will be easier to understand. Data displays described the factual situation which happening so it can help the researcher for making the final result of the data conclusion. Displaying data means the researcher displays all the data or only several parts of the data which suitable for this research. Displaying data is done to be easy to understand. In this study, the data displayed were the result of interviews, observation, and documentation. Same to the process of reducing data, displaying data was also based on the formulation of research problems. At this point, the researcher provided more information. The researcher

served the data that she got from the sources for making the researcher easy for taking the conclusion.

#### 4. Verification / Conclusion Drawing

In the Verification / Conclusion Drawing the researcher conducts a verification of the data obtained. The researcher concluded and verified the collected data. The data would be applied in the data conclusion and be verified. So, it would make simple and clear data to make the researcher can understand easily.

The initial conclusions put forward are still temporary and are likely to change if no supporting evidence is found at the next data collection stage. But if the conclusions put forward in the early stages are supported by valid evidence, then the resulting conclusions are credible. Verification is intended so that the assessment of the suitability of the data with the intent contained in the basic concept of the analysis is more precise and objective. One way this can be done is by Peer debriefing.

#### **F. Trusrworthiness / Triangulation**

Triangulation in research is a method used to increase the validity and reliability of research results by combining several data sources, theories, methods, or researchers in the analysis. This approach aims to verify the consistency of findings from various perspectives or techniques so as to produce stronger and more comprehensive conclusions.

According to Sugiyono, data triangulation is a data collection technique that combines various existing data and sources. Triangulation can be seen as one of the data collection techniques used by researchers to test whether the resulting data is credible data. In other words, triangulation is an attempt to check the correctness of data or information obtained from various different points of view. There are several types of triangulation, namely investigator triangulation, method/technique triangulation, source/data triangulation, and theoretical triangulation<sup>55</sup>.

In this research, researchers can collect data through interviews to find out how teachers implement a student-centered approach in teaching English. And also Class Observation, Recording or directly observing learning activities in class to see the application of this approach. By combining data from multiple sources, researchers can compare the consistency of findings and verify conclusions from different perspectives.

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<sup>55</sup> Et.al Fiantika, Wasil M, Jumiyati, Honesti, Wahyuni, Jonata, *Metodologi Penelitian Kualitatif*. In *Metodologi Penelitian Kualitatif*, Rake Sarasin, 2022,P 14.

## CHAPTER IV

### FINDINGS AND DISCUSSION

The researcher presents data analysis and discussion in this chapter to answer the research questions collected through observation and interview. The important point of this chapter is to investigate the implementation of student-centered approach to Merdeka curriculum in teaching English at SMP N 01 Rejang Lebong, SMPN 02 Rejang Lebong, SMPN 03 Rejang Lebong and SMP N 13 Rejang Lebong.

#### A. Findings

According to Anwar <sup>56</sup>in the <sup>57</sup>Anzani journal, the Independent Curriculum is a transformational education reform that emphasizes intracurricular learning, maximizing the quality and diversity of materials (Kemendikbudristek, 2022). This curriculum aims to improve the educational experience for students by involving them in a comprehensive, holistic, and transformational learning environment. The Independent Curriculum is a tool designed to encourage the development of student skills through tailored interests <sup>58</sup>, in line with McCombs & Whishler's Theory of the importance of student involvement in education. By incorporating student interests into the learning process, the Independent Curriculum not only enhances skill development,

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<sup>56</sup> Muhammad Anis and Choiril Anwar, "Self-Organized Learning Environment Teaching Strategy for ELT in the Concept of Independent Learning for Senior High School Students in Indonesia," *JEES (Journal of English Educators Society)* 5, no. 2 (2020).

<sup>57</sup> Rahma Alia Anzani, *Student-Centered Approach in the Independent Curriculum: Teacher Implementation in Teaching English at SMP Ma'arif Nu Paguyangan, Brebes Thesis*, 2024.

<sup>58</sup> Amalia Dwi Pertiwi, Siti Aisyah Nurfatimah, and Syofiyah Hasna, "Implementing Student Centered Learning Methods Towards the Transition Period of the Independent Curriculum," *Tambusai Education Journal* 6, no. 2 (2022): 8839–48. P 88

but also fosters genuine enthusiasm for learning,<sup>59</sup> thereby increasing overall student engagement. The results of the study are explained based on the observation checklist and interview guideline. The checklist observation was obtained from class observations conducted by the researcher during the learning process. While the interview questions were obtained from indicators related to the theory.

To see the implementation of Student-Centered in Schools in the Merdeka Curriculum, researchers conducted observations and interviews. Observations were conducted in one class in 4 different junior high schools such as Class 9 in SMP N 1 and Class 7 in SMP 2, 3 and 13 in Rejang Lebong. Observations were conducted until the saturation point produced by the researcher. In this study, researchers conducted observations in SMP 1 6 times, SMP 2 6 times, SMP 3 6 times and SMP 13 6 times. As explained below:

### **1. Fostering Student-Centered Learning through Meaningful Themes**

In the first and second observation data collection, the implementation of student-centered learning development through meaningful themes for teachers in providing meaningful materials according to students' abilities and experiences. In the implementation in the classroom, the teacher asks students to find vocabulary for objects in their homes and then convey them.

In the third and fourth observation data collection, the application of student-centered learning development through meaningful themes of teachers who use learning approaches based on student abilities and teachers provide meaningful materials according to students' abilities and experiences where in its application in the

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<sup>59</sup> Fauzan Fauzan et al., "Implementation of Merdeka Curriculum (Independent Curriculum) in Strengthening Student Character in Indonesia," *Aqlamuna: Journal of Educational Studies* 1, no. 1 (2023)

classroom, teachers require students to develop as much English vocabulary as possible regarding daily activities.

In the fifth and sixth observation data collection, the implementation of student-centered learning development through meaningful themes where the teacher provides meaningful materials according to the students' abilities and experiences where in its application in the classroom the teacher requires students to develop as much English vocabulary as possible regarding daily activities.

The results of this observation are supported by documentation carried out by the teaching module researcher, Mrs. Dewi Shinta at SMPN 1 R/L.

*"Students observe and collect information about talking about proboscis monkeys, formulate problems related to talking about proboscis monkeys, Students (independently/in collaboration with groups) analyze talking about proboscis monkeys, Students are randomly given the opportunity to convey the results of their analysis, The teacher confirms each student's answer" (Mrs. Dewi Shinta's teaching module on the material " Exploring fauna of Indonesia (Proboscis monkeys, report text, Orang utan and gorilla, passive voice, Indonesian birds ")*

Mrs. Dewi Shinta's teaching module has reflected several important aspects of the indicators of *Fostering Student-Centered Learning through Meaningful Themes* , such as student involvement in analysis, collaboration, and presentation. The *proboscis monkey theme* is also relevant as part of Indonesia's fauna wealth.

Based on the interviews conducted, as follows:

*"I was given a different title with the theme of narrative text and shared it with the children, then assigned them in groups according to the title they got" (Interview with Mrs. DS, SMP N 01 Rejang Lebong)*

Mrs. DS's approach through titling and group assignments reflects an effort to build student-centered learning. The teacher divides assignments based on specific titles that are relevant to the material. These titles serve as initial triggers for students to explore related concepts or stories, then students work together in groups to discuss,



understand, or present themes according to the titles they get. This encourages collaboration, sharing ideas, and developing interpersonal skills.

Furthermore, the observation results are supported by documentation carried out by the teaching module researcher, Mrs. Heni, a teacher at SMPN 2 R/L.

*“The teacher shows pictures of Galang and his house in pictures 3.1 and 3.2 (p.103) Discusses the parts/rooms in the picture and asks students to name the rooms in their house. Listens to audio 3.1 and 3.2 about the conversation about Galang's friends' visit to Galang's house (p.104-106) Discusses the content of the conversation by asking several questions based on the content of the conversation. Explains the furniture that can be found in the house and asks students to match the pictures of parts of the house with the appropriate furniture on worksheet 3.3 (p.107)” (Mrs. Heni's Teaching Module, Home Sweet Home Material, SMP N 2 R/L)*

In the teaching module, Mrs. Heni explains that teachers provide space for students to share personal experiences, actively participate in discussions, and fully involve themselves in learning activities. Activities such as naming rooms in their own home and matching pictures encourage students to become active participants in the learning process. This module builds student-centered learning using meaningful themes. Activities such as discussing pictures, listening to audio, and matching pictures provide relevant, interactive, and contextual learning experiences.

At the Interview:

*“I don't directly ask students to choose a theme in learning because it is complicated and will take a long time, so in choosing a theme here I use a group shuffle like a social gathering system which contains the material to be discussed.” (Mrs. Heni, SMP N 02 Rejang Lebong)*

This approach shows an effort to creatively involve students in the learning process. Although student involvement is indirect, the "shuffle team" system still gives them a sense of participation and equal opportunity in the learning process. The teacher has prepared the materials to be shuffled so that they remain relevant to the needs of the students. However, because students do not directly choose the theme that best suits

their interests or experiences, the personal meaning of the theme may be slightly reduced. The "shuffle team" method applied by Mrs. Heni is a creative way to determine learning themes fairly and efficiently. Although student involvement in the theme selection process is indirect, this approach can still foster student-centered learning by instilling elements of participation and enthusiasm.

Next, the results of observations conducted by teaching module researchers Mrs. Yunita and Mrs. Rosi, teachers at SMPN 3 and SMP N 13 R/L.

*"The teacher distributes the printed pictures to each student. Then asks the students to circle the rooms they have in their respective homes" (Mrs. Yunita's Teaching Module, Home Sweet Home Material)*

In the teacher teaching module it can be concluded that this activity is participatory, allowing students to be directly involved in learning. This activity connects students' personal experiences (their home spaces) with the learning material, thus taking into account students' individual needs and contexts. However, this method is still *guided learning*, where the teacher dictates the activities. Students do not yet have the freedom to explore concepts further or share their experiences in depth.

Based on the interviews conducted, it is explained as follows:

*"The selection of themes is already in the syllabus or teaching module, but we also adjust it to the students' interests and abilities, so if the students are interested and capable, learning will definitely be fun" (Interview with Mrs. Yunita, SMP N 3 R/L)*

As conveyed by Mrs. Yunita, teachers demonstrate awareness of the importance of understanding what attracts students' attention. This reflects the principles of student-centered learning, where their interests are the basis for creating relevant and enjoyable learning experiences. The use of predetermined themes from the syllabus or teaching modules shows alignment with the curriculum. However, Ms. Yunita adjusts the theme to be more relevant to students. This adjustment is important because a

meaningful theme is a theme that is directly related to students' experiences, needs, or interests, thus providing contextual learning.

*“I often use group learning or cooperative learning, where I engage students in group conversations while considering different points of view regarding inclusion. Theme selection is guided by regular assessments, and student feedback keeps the class lively.” (Interview with Mrs. Rosilawati, SMPN 13 R/L).*

As conveyed by the teachers, making meaningful connections between class materials and students' real-life experiences and environments is a top priority in the effort to implement the student-centered Independent Curriculum. A key tactic in this effort is the implementation of a cooperative or group learning approach. The educational landscape is transformed into a dynamic forum where students actively engage with the subject matter through the use of this collaborative approach. Creating group discussions that inspire students to consider multiple perspectives on inclusion issues is a perceptive illustration of this learning strategy.

According to Kimberly Overby, learning is connected to real life situations and its application is an indicator of developing student-centered learning through meaningful themes <sup>60</sup>.

## **2. Developing Intellectual Excellence through Complex Learning Challenges**

In collecting observation data, the implementation of the development of intellectual excellence through complex learning challenges. The teacher gives group assignments in which students are asked to design a solution to a problem that is relevant to the learning theme.

The results of this observation are supported by documentation carried out by the teaching module researcher, Mrs. Dewi Shinta Guru at SMPN 1 R/L.

*“Students observe and collect information about talking about proboscis monkeys, formulate problems related to talking about proboscis monkeys, Students*

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<sup>60</sup> Kimberly Overby, “Student-Centered Learning,” *College Publications at DigitalCommons* 9 (2021). P 109.

*(independently/in collaboration with groups) analyze talking about proboscis monkeys, Students are randomly given the opportunity to convey the results of their analysis, The teacher confirms each student's answer" (Mrs. Dewi Shinta's teaching module on the material " Exploring fauna of Indonesia (Proboscis monkeys, report text, Orang utan and gorilla, passive voice, Indonesian birds ").*

The activity of observing and collecting information about *proboscis monkeys* develops students' investigative skills. This helps them learn to recognize problems in depth based on data and facts. This activity reflects complex learning challenges because it involves an initial exploration stage that requires attention and precision. Mrs. Dewi Shinta's teaching module has reflected learning that is relevant to the *Developing Intellectual Excellence through Complex Learning Challenges indicator* . The process of exploration, problem formulation, analysis, and presentation provides significant intellectual challenges for students.

The application of intellectual excellence development through complex learning challenges based on interview results is as follows:

*"I give group assignments, in my group I give a problem, then from that problem they discuss it with the results presented, then I give assignments based on the results of the discussion" (Interview with Mrs. DS, SMP N 1 R/L)*

Based on Mrs. DS's statement, Group assignments with problems as the main focus : The teacher gives certain problems to be discussed in groups. This is in line with the principle of *problem -based learning* , which effectively engages students in critical and analytical thinking processes. Group discussions and presentations of results , Group discussion activities allow students to exchange ideas, hear other perspectives, and formulate solutions. Presentation of results strengthens their communication skills and intellectual argumentation. Giving follow-up assignments based on discussions : Assignments given after discussions provide opportunities for students to reflect on learning outcomes and deepen their understanding. Mrs. DS's learning strategies demonstrate relevant steps in developing students' intellectual excellence. Problem-

based approaches, group discussions, and follow-up assignments create complex learning challenges.

Furthermore, the results of observations with documentation carried out by the teaching module researcher, Mrs. Heni, a teacher at SMPN 2 R/L.

*“The teacher shows pictures of Galang and his house in pictures 3.1 and 3.2 (p.103) Discusses the parts/rooms in the picture and asks students to name the rooms in their house. Listens to audio 3.1 and 3.2 about the conversation about Galang's friends' visit to Galang's house (p.104-106) Discusses the content of the conversation by asking several questions based on the content of the conversation. Explains the furniture that can be found in the house and asks students to match the pictures of parts of the house with the appropriate furniture on worksheet 3.3 (p.107)” (Mrs. Heni's Teaching Module, Home Sweet Home Material, SMP N 2 R/L)*

In this Mrs. Heni Module, activities are presented that integrate various skills, such as visual observation, analysis, listening, and information processing. Complex Challenges are created through Discussions about rooms that require reflection and comparative analysis. Audio listening activities that challenge students to understand the contents of the conversation in depth. Furniture matching activities with pictures that require students to integrate various forms of information. This module has successfully created challenging learning and engaged students in complex activities. By using visual, audio, and worksheet media, teachers integrate various skills to develop students' intellectual excellence.

Based on the interview results are as follows:

*“I give questions covering problems in the material being taught, then present them in the form of group discussions” (Interview with Mrs. Heni, SMP N 2 R/L)*

Teachers use problem-based questions related to the material being taught to stimulate student thinking. This challenges students to think more deeply and not just memorize information. Through problem analysis and group work, students not only understand the material but also develop thinking and problem-solving skills.

Furthermore, the results of observations with documentation carried out by teaching module researchers Mrs. Yunita and Mrs. Rosi, teachers at SMPN 3 and 13 R/L.

*"The teacher distributes the printed pictures to each student, then asks the students to circle the rooms they have in their respective homes. (Teaching Module for Mrs. Yunita and Mrs. Rosi, Home Sweet Home Material, SMP N 3 and SMP N 13 R/L)*

In this Module This learning tends to be simple and does not fully reflect the deep complexity, because: Low demand for critical analysis and in-depth reflection : The circle-the-room activity is descriptive and does not require students to analyze the relationships or implications of the concept. Lack of integration of broader real-life contexts : The task simply asks students to observe and match, without encouraging deeper conceptual understanding or practical relevance. The Teaching Module contains the basic elements of context-based learning, but does not fully reflect the challenges of complex learning. With deeper customization, such as adding analysis, problem solving, this activity could be more effective in developing students' intellectual excellence.

In the interview conducted:

*"I design challenges that allow students to work in groups to share ideas, analyze, and provide feedback"*

Learning Challenge Elements This statement shows several elements that are relevant to the development of intellectual excellence through complex learning challenges. Based on the interviews, the teacher's approach is in accordance with this indicator, because: Challenges are designed to involve analysis and evaluation, Group work adds a dimension of complexity through collaboration, Feedback encourages reflection and improvement of student understanding.

*“Students should be more confident in learning English, especially junior high school students. Even though I do text analysis activities, I still focus on building their courage to speak”. (Interview with Mrs. Rosilawati, SMP N 13 R/L).*

By stating that students should be given instructions to analyze and evaluate information/subject matter, Ms. Rosi emphasized an important component in the implementation of the student-centered Merdeka Curriculum. The emphasis on building confidence in English language proficiency, especially among junior high school students, is an example of this method. The interviewee emphasized the development of students' speaking skills even while participating in text analysis exercises. This dual approach demonstrates a dedication to the development of useful language skills and academic achievement. The interviewee presented a comprehensive teaching approach that is consistent with cultivating intellectual excellence through complex learning challenges, the ethos of the student-centered Merdeka Curriculum by motivating students to assess and analyze data in the context of developing language confidence.

### **3. Improving Education through Critical and Higher-Order Thinking Skills**

Based on observations, In the collection of observation data, the implementation of improving education through critical and high-level thinking skills has been carried out. Where in the implementation in the classroom the teacher instructs students to translate and analyze in groups.

The following is the implementation of improving education through critical thinking skills and high-level thinking based on the results of observations and interviews conducted by researchers, explained as follows:

*"Students observe and collect information about talking about proboscis monkeys, formulate problems related to talking about proboscis monkeys, Students (independently/in collaboration with groups) analyze talking about proboscis monkeys, Students are randomly given the opportunity to convey the results of their*

*analysis, The teacher provides confirmation for each student's answer" (Mrs. Dewi Shinta's Teaching Module on the material " Exploring the fauna of Indonesia")*

This module demonstrates strong links to *the Improving Education through Critical and Higher-Order Thinking Skills indicator* through: Analytical Skills Development, Problem-solving and information analysis activities train students to think deeply, understand relationships between concepts, and make informed conclusions. Presentation of analysis results provides an opportunity for students to evaluate their findings and integrate input from teachers and peers. This activity includes elements of critical thinking by designing solutions or recommendations based on real-world issues they analyze.

*"I give assignments in groups, each group has their own opinions, so from there I monitor them when they give their opinions and work together" (Interview with Mrs. DS, SMPN 1 R/L)*

Group activities provide opportunities for students to work together , share ideas, and explore different points of view. This assignment supports critical thinking skills because students must listen, understand, and evaluate their peers' opinions. This interview shows that there is an effort that is relevant to *the Improving Education through Critical and Higher-Order Thinking Skills indicator* . Group assignments that facilitate discussion and expression provide opportunities for students to: Practice critical thinking by evaluating ideas, Develop collaboration skills, Higher-order thinking through analysis, evaluation, and synthesis of ideas.

Furthermore, the results of observations with documentation carried out by the teaching module researcher, Mrs. Heni, a teacher at SMPN 2 R/L.

*"The teacher plays audio 3.3 again and asks students to read the sentences in section 4a (p.108). Explains to students the differences between sentences 1 and 2 (There is and there are). Invites students to complete the description of each room using there is or there are on worksheet 3.5 (p.108) and then discusses them. Ask students to describe each room on worksheet 3.6 (p.109-110)" (Ms. Heni's Teaching Module, Home Sweet Home Material, SMP N 2 R/L)*



The teacher asks students to compare and analyze the differences between sentences using *there is* and *there are*. This step encourages students to think critically and understand grammatical structures in a deeper way, rather than just memorizing. This analysis process is part of higher-order thinking skills, namely identifying patterns, distinguishing concepts, and understanding the relationships between various language elements. This learning module successfully supports the development of critical and higher-order thinking skills by integrating analysis, evaluation, and application activities in English learning.

Based on the interview results are as follows:

*"By implementing interactive learning models and methods according to the learning topics that will be taught in class, the learning models and methods are designed according to the initial abilities and curiosity of students" (Interview with Mrs. Heni, SMPN 2 R/L).*

According to Mrs. Heni, instructors create a dynamic and engaging learning environment in the classroom by using interactive learning models and techniques that are appropriate to the specific subjects being taught. Creating these models and techniques with students' curiosity and initial skills in mind emphasizes a customized and flexible teaching approach. This method caters to each learner's unique learning style and curiosity while also capturing their attention.

Furthermore, the results of observations with documentation carried out by teaching module researchers Mrs. Yunita and Mrs. Rosi, teachers at SMPN 3 and SMPN 13 R/L.

*"Teachers can create creative questions that lead to HOTS. The images provided can be used as a source of questions. Teachers can also direct students to love the environment by planting trees or plants at home. (Ms. Yunita's teaching module on My House, SMPN 3 Teacher, 13 R/L)*

This module shows the relationship with the *Improving Education through Critical and Higher-Order Thinking Skills* indicator through the following points : Encouraging Analytical and Evaluative Thinking: The use of HOTS-based questions directs students to observe, analyze, and evaluate the information provided. Activities that link the theme of environmental love allow students to evaluate human behavior towards the surrounding environment . By encouraging students to create environmentally friendly solutions or designs, this module provides space for the development of students' creative skills.

Based on the interview results are as follows:

*"I give open questions to find out background knowledge about the topic that will be studied and then relate it to their daily lives" (Interview with Mrs. Yunita, SMPN 3 R/L)*

This interview statement has a strong connection with the indicator *Improving Education through Critical and Higher-Order Thinking Skills* , Open-ended questions encourage students to analyze and reflect on their *background knowledge* . Linking learning themes to everyday life allows students to evaluate the relevance of the material to personal experiences, increasing their engagement. By utilizing *background knowledge* , students can develop a new, deeper understanding of the learning theme.

*"I build it by frequently asking questions and discussing everything in class, not just the objects we are studying." (Interview with Mrs. Rosilawati, SMPN 13 R/L).*

According to Ms. Rosi, instructors create an environment that encourages intellectual curiosity by asking questions frequently and encouraging open debates that cover a variety of issues beyond the specific object of study. When questions are used intentionally, they encourage critical thinking and engage students in the learning process.

To reinforce this, Ms. Yunita emphasized that the use of interactive learning models helps improve student learning outcomes that are tailored to students' talents and interests, which is in line with the larger goal of fostering higher-order thinking

skills. Educators contribute to a comprehensive learning experience <sup>61</sup>that is in line with the goals of the Merdeka curriculum by encouraging students to ask questions, evaluate, and interact with difficult tasks. These evaluation activities must bring out students' cognitive understanding in creating valid and reliable experiments, rather than just the ability to manipulate directly. The educational environment becomes a dynamic arena where students not only gain knowledge but also develop the analytical and problem-solving skills needed to achieve success in an ever-changing world.

In closing, Ms. DS, Ms. Heni, Ms. Yunita and Ms. Rosi emphasized the importance of an integrated approach to education, with a focus on fostering higher-order and critical thinking skills. They emphasized the need for a sophisticated approach that encourages analytical thinking, problem solving, and hands-on experience. This strategy prepares children for academic success and motivates students to commit to intellectual growth and inquiry throughout their lives.

#### **4. Empowering Students through Self-Directed Learning Journeys**

In collecting observation data on the implementation of student empowerment through independent learning, the teacher gives students the freedom to develop their abilities independently. In its application in the classroom, the teacher gives students the obligation to develop English vocabulary independently and gives students the freedom to choose the vocabulary they are looking for because each section has its own topic such as verbs, nouns, and so on.

In the next section, the interview results regarding the implementation of Student Empowerment through Autonomous Learning Journeys will be explained further as follows:

*“By telling students that they should be independent learners, improving their skills and knowledge in a way that they like” (Interview with Mrs. Dewi Sinta, SMPN 1 R/L).*

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<sup>61</sup> Arif Wicaksana and Tahar Rachman, “Characteristics of Learning in the Independent Learning Curriculum at MI,” *Angewandte Chemie International Edition*, 6(11), 951–952. 3, no. 1 (2022): 10–27, P 5.

Ms. DS implements self-directed learning by instilling a sense of responsibility for their own educational paths in students and communicating to them that they should see themselves as independent learners. Students are empowered to take responsibility for their own education when they are given opportunities to develop in areas that suit their interests and learning styles. In addition to encouraging self-directed learning outside of school hours, this strategy recognizes a variety of personal learning preferences.

*"This is done by: Getting used to doing peer assessment, guiding and mentoring students in learning, accepting variations in learning styles in teaching and learning activities in the classroom, giving grades as feedback, conducting joint reflection". (Interview with Mrs. Heni, SMPN 2 R/L).*

To empower students through self-directed learning, Ms. Heni delivered a comprehensive method for implementing the student-centered Merdeka curriculum. She encouraged students to actively participate in evaluating their peers in addition to promoting collaboration through the use of peer assessment. Dedication to personalized learning that recognizes and takes into account differences in learning styles is demonstrated by the guidance and advice given to students. The use of grades as a means of feedback encourages introspection and progress. The instructor ensures that students actively participate in the evaluation process by asking them to reflect together. This helps students develop a sense of responsibility in their learning experience.

*"Start learning with an open question or problem, then encourage students to determine their own exploration steps." (Interview with Mrs. Yunita, SMPN 3 R/L)*

To empower students through independent learning pathways, Ms. Yunita provides opportunities for students to identify what they already know and what they need to learn more about. Questions or problems serve as triggers for independent exploration.

*“Encourage students to reflect on what they learned and how they can develop themselves. Provide time for them to set realistic personal learning goals” (Interview with Mrs. Rosilawati, Teacher at SMPN 13 R/L)*

To empower students through independent learning pathways, Ms. Rosi provides Reflection for students to take the opportunity to play an active role in managing and evaluating their learning. This encourages independence as students can plan steps for their self-development .

### **5. Building an Inclusive and Diverse Learning Community**

In the collection of observation data, In its implementation in the classroom the teacher divides students into several groups to complete the tasks given. The group division is done randomly and does not differentiate based on ability background. In the classroom, the teacher divides students into groups and assigns them to work together in teams. All students regardless of their background or characteristics have equal access to educational resources, opportunities, and support services.

The following is the implementation of Building an Inclusive and Diverse Learning Community based on the results of observations and interviews conducted by researchers explained as follows:

*"Students observe and collect information about Andre and Princess Suripit (narrative text about fairy tales) Then formulate problems (independently/in collaboration with groups) to be analyzed, Students are randomly given the opportunity to convey the results of their analysis. The teacher provides confirmation for each student's answer" (Mam Dewi Shinta Teaching Module, SMPN 1 R/L)*

The method of "randomly giving opportunities to convey the results of the analysis" shows an effort to involve all students equally. This creates space for all learners, including those who are usually less active or less confident. The use of group work helps build an inclusive learning community, where learners can share ideas and learn from different perspectives. This module has shown a good first step in building an

inclusive learning community. With a little strengthening of the diversity aspect and individual support, the Building an Inclusive and Diverse Learning Community indicator can be met more optimally.

At the Interview:

*"The first thing I use is Indonesian even though the subject I am good at is English, that in the world of education Indonesian is the main one. Because we are English teachers, English is inserted, if in the process there is the use of regional languages, that is not a problem" (Interview with Mam DS, SMPN 1 R/L)*

The statement that Indonesian is used as the main language in the learning process shows an effort to ensure that all students understand the material without being constrained by limited English language skills. This is in accordance with the principle of inclusivity, because the main language of instruction (Indonesian) is the language mastered by the majority of students. Then the teacher inserts English during the learning process, which is relevant to the subjects being taught. This approach provides gradual exposure to students to English, so that they do not feel intimidated or have difficulty. This interview shows that the teacher has made efforts to build an inclusive learning community by accommodating various languages. By strengthening the strategy of using language in a structured manner, the learning process can better support diversity and inclusivity optimally.

Furthermore, the results of observations with documentation carried out by the teaching module researcher, Mrs. Heni, a teacher at SMPN 2 R/L.

*"The teacher asks students to observe the picture and discuss the function of making sticker signs (p. 124). Then students read the text entitled "Making Sticker Signs" (p. 124) , students to answer several questions based on the text then observe worksheet 3.18 (p. 126) and match the sticker signs with the statements available in the box" (Ms. Heni's Teaching Module, Home Sweet Home Material, SMP N 2 R/L)*

This module provides opportunities for all students to actively participate by observing pictures, reading texts, and discussing. These activities allow students with

different learning styles (visual, auditory, kinesthetic) to engage in learning. By having students observe pictures and discuss, the teacher creates a welcoming environment for students with different English abilities, as discussions help students understand the material through social interaction. This module has succeeded in creating an inclusive and diverse learning environment by utilizing visual, verbal, and hands-on activities. The strategies used support the participation of students with different needs and learning styles, and help build a sense of community within the classroom community.

Based on the interview results are as follows:

*"In the learning process, I often remind students about morals in diversity in class, respecting each other with teachers and friends at school so that learning creates a united diversity" (Interview with Mam Heni, SMP N 2 R/L)*

Teachers' statements that often remind students about the importance of morality in diversity reflect efforts to instill values of tolerance and mutual respect. This is an important step in creating an inclusive learning community. This interview shows that teachers already have great concern for building an inclusive and diverse learning community. Emphasis on morality and respect in diversity is a good step to create a harmonious environment. By strengthening diversity-based activities and integrating these values into daily practices, inclusivity indicators can be achieved more optimally.

Furthermore, the results of observations with documentation carried out by teaching module researchers Mrs. Yunita and Mrs. Rosi, teachers at SMPN 3 & 13 R/L.

*"The teacher invites students to look around and practice there is and there are with objects around the classroom. The teacher can focus on objects that students already know the English words for, for example chair, desk, book, etc." (Ms. Yunita & Ms. Rosi's Teaching Module, home sweet home material)*

Inviting students to see objects around the classroom is a contextual approach by using real objects, learning becomes more relevant and understandable to all students, regardless of their academic ability or background. The teacher starts with objects that students are already familiar with (such as *chairs, desks, books*), which helps students

feel confident when learning English. This supports the principle of inclusivity because it accommodates students with different levels of language ability. This module demonstrates efforts to build an inclusive learning community by involving real objects, utilizing vocabulary that students are familiar with, and accommodating a variety of learning styles.

Based on the interview results are as follows:

*"Because the children are diverse, I use learning strategies according to the theme, sometimes in groups, sometimes individually" (Interview with Mrs. Yunita, SMP N 3 R/L)*

The statement "because children are diverse" shows the teacher's awareness of diversity in the classroom, both in terms of social background, culture, academic ability, and learning style of students. The teacher understands that each student is unique and requires a different approach to meet their needs. Mrs. Yunita's statement shows a strong effort in building an inclusive and diverse learning community. By recognizing the diversity of students and implementing flexible learning strategies (groups and individuals), the teacher strives to create an environment that values differences and supports all students to learn optimally.

*"I created a group work system for certain materials, randomly selecting groups so that there is no envy among students in the class" (Interview with Mrs. Rosi, SMP N 13 R/L)*

Ms. Rosi emphasized group work and one-on-one interaction as a way to encourage student participation. She also used a variety of group formation techniques, such as random selection. Randomization is generally considered the gold standard for providing unbiased estimates of causal effects. This procedure helps reduce the effects of confounding, randomization increases the internal validity of a study by reducing the



influence of potential bias and ensuring that known and unknown variables are distributed similarly across groups <sup>62</sup>.

## 6. Adapting Instruction to Different Learner Needs

In collecting observation data, the teacher presents audio in delivering related materials. In practice, at this meeting the teacher provides listening material in the book "English Language Course for SMP/MTS Class VIII/Phase D" published by Erlangga in 2022 page 24, where on the sheet there is a dialogue which then directs students to analyze vocabulary in English. Listening is one variation to provide an audio learning style, using various assessment methods that consider the different learning strengths of students. The implementation of the teacher in the classroom in the first observation the teacher provides students' auditory learning style in the listening section material, in the second observation the teacher provides students' linguistic/social learning style with peer teaching on the prohibition material, the third observation the teacher provides group and individual activities on the recount text material.

Next, the teacher provides various methods that are adjusted to the abilities and needs of students. The teacher applies various methods such as discussion, Q&A, and group work. The results of implementing instruction adaptations for various student needs are explained as follows:

*Students observe and collect information about Andre and Princess Suripit (narrative text about fairy tales) then formulate the problem (independently/in collaboration with groups) to analyze, randomly given the opportunity to convey the results of their analysis. (Mrs. DS's Teaching Module, Journey to Fantasy Worlds material)*

Using narrative texts such as *Andre and Princess Suripit* (fairy tales) as learning media is an interesting and relevant way to facilitate learning, especially because fairy

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<sup>62</sup> Marijke van Vijfeijken et al., "How Teachers Handle Differentiation Dilemmas in the Context of a School's Vision: A Case Study," *Cogent Education* 10, no. 1 (2023), P 20.

tales usually contain elements of imagination that can engage students' interests. Providing options to analyze problems independently or in groups is a form of process differentiation. This module reflects an effort to adapt instruction to the various needs of learners through the use of interesting media, flexible strategies (individual/group), and opportunities for active participation.

Based on the interview results are as follows:

*"At the beginning of the lesson, I gave students audio listening as a trigger and to train their concentration before starting the learning material. (Interview with Mrs. DS, SMPN 1 R/L)*

Teachers utilize methods involving *listening skills*, which are relevant for students with auditory learning styles. This activity helps accommodate the needs of students with different concentration abilities or learning readiness. The audio-based trigger strategy is an effort to differentiate the process that pays attention to students' initial needs before entering the core learning material. Mrs. DS's strategy of using audio listening at the beginning of learning shows a good effort in adjusting instructions to students' needs. This activity not only trains listening skills but also helps students prepare for core learning.

Furthermore, the results of observations with documentation carried out by the teaching module researcher, Mrs. Heni, a teacher at SMPN 2 R/L.

*"The teacher asks students to read the procedural text about how to sort trash and then asks students to fill in the information according to the text on worksheet 3.25 (p.134)" (Mrs. Heni's Teaching Module, Home Sweet Home Material)*

Procedure texts about how to choose trash are materials that are relevant to students' daily lives. This relevance helps students relate learning to their real experiences. Utilizing a Multimodal Approach with Reading text activities and filling out worksheets involves various learning styles, such as visual, kinesthetic, and verbal. This module supports the adjustment of instructions to various learner needs through variations in reading activities and filling out worksheets.

Based on the interview results are as follows:

*"I gave the students an assignment to bring the wall clocks they have at home as a means of practical material in class in understanding the material" (Interview with Mrs. Heni, SMPN 2 R/L)*

The activity of bringing and using a wall clock as a practice material allows students to learn through direct experience, which is very beneficial for students with a kinesthetic learning style . The wall clock as a concrete tool helps visual students understand the material better, especially for abstract concepts such as time or numbers. Mrs. Yunita's strategy shows a good effort to adjust the instruction to the various needs of learners through the use of concrete tools that are relevant to students' lives. This activity helps students with various learning styles, especially kinesthetic and visual, to understand the material more actively and practically.

Furthermore, the results of observations with documentation carried out by teaching module researchers Mrs. Yunita and Mrs. Rosi, teachers at SMPN 3 & 13 R/L.

*"The teacher prints Picture 3.1 and Picture 3.2 and the words on worksheet 3.1 then asks several students to stick the parts of the house in English on the appropriate pictures." (Ms. Yunita and Ms. Rosi's Teaching Module, Home Sweet Home material, SMPN 3 & 13 R/L)*

Using pictures (Picture 3.1 and 3.2) and physical activities (sticking words to pictures) benefit students with visual and kinesthetic learning styles. Pictures help students visualize parts of the house, while the activity of sticking words increases students' direct involvement in the learning process. The teacher uses learning methods that involve various media (pictures and physical activities) to accommodate different learning styles . This strategy allows for differentiation of the learning process, where students with different abilities or needs can still be involved in activities according to their capacity. This learning module shows a good effort in adapting instruction to the

various needs of learners. The teacher uses pictures and physical activities to support different learning styles, creating an inclusive and interactive learning experience.

Based on the interview results are as follows:

*“I asked them to look for lessons from various sources, do every homework themselves, and write down every material explained by the teacher.” (Interview with Mrs. Yunita, SMPN 3 R/L).*

Ms. Yunita uses a proactive and independent learning style to adapt the training to the various demands of her students. She makes learning individual and independent by encouraging students to seek lessons from other sources, complete their own homework, and carefully record what they learn in class. This approach encourages critical thinking skills and self-efficacy in students while also meeting the needs of various learning styles. Ms. Yunita is committed to meeting the various learning requirements and enabling students to actively participate in their education, as evidenced by her emphasis on individual effort and participation. This method is representative of the learner-centered educational paradigm that recognizes and addresses the unique needs of each student.

*The following is a response statement given by Mrs. Rosi: “Visual and kinesthetic learning styles”. (Interview with Mrs. Rosi, SMP N 13 R/L).*

According to Mrs. Rosi’s interview, the phrase “Visual and kinesthetic learning styles” emphasizes the importance of using a variety of teaching approaches to meet the needs of diverse learners. This implies that teaching approaches should take into account both visual and kinesthetic learning modalities. Mrs. Rosi demonstrated a dedication to fostering an open and productive learning environment by acknowledging and accommodating diverse learning preferences. The results of this implementation demonstrate a deliberate effort to engage students using techniques that are appropriate to their unique learning preferences, resulting in a more holistic and accommodating educational experience.

The teaching technique is very successful not only in terms of information acquisition, but also in terms of developing students' personal skills and character<sup>63</sup>. Ms. Rosilawati focuses on visual and kinesthetic learning styles, creating a stimulating learning environment. Recognizing that everyone acquires and processes knowledge in different ways, she incorporates visual aids, hands-on exercises, and interactive experiences into her teaching technique. She ensures that the learning process is inclusive and accessible to a wide range of students by catering to visual learners who benefit from visual aids and kinesthetic learners who thrive through physical interaction. This multisensory method not only attracts and maintains students' attention, but also enhances comprehension and retention of academic knowledge.

### **7. Building Relevance and Connection**

From the Observations that have been made, the Teacher relates the material to students' lives, namely online shopping; the teacher reviews the terminology based on phrases that often appear in online shopping, such as COD from the English word "Cash on Delivery" and so on. The teacher discusses food and drinks, and students are encouraged to look for English terminology related to fast food around them, linking the prohibition material to the school environment, such as "No littering, No bullying, No smoking" and so on. The teacher gives the same direction about food and drinks, namely looking for English terminology related to fast food around them. The teacher has applied indicators of development, relevance, and connection to their students by organizing field trips or experiential learning opportunities that connect classroom concepts to the real-world environment.

In the second observation data collection of the application of Growing Relevance and Connection, the teacher connects the material to be culturally relevant for students. Implementation in the classroom, the teacher teaches the meaning of the prohibition "Do Not Bully/No Bullying" in the school environment, the teacher explains with an

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<sup>63</sup> Nafiseh Zarei and Ivan Dolph Fabregas, "Innovative and Creative English Teaching Strategies: A Conceptual Framework," *Recoletos Multidisciplinary Research Journal* 12, no. 1 (2024): P 75.

approach that is in accordance with the culture and language of junior high school students so that it is easy to understand and practice by students. Students are required to recognize the relationship between learning experiences and real life through planting and relevance, as well as a connection or contextual learning system. This is important because by correlating content found in real life, the material becomes much more relevant and sticks in the minds of students so that it is difficult to forget.

Based on the results of observations with documentation, the implementation of relevance and connectedness coaching can be described as follows:

*"Students observe and collect information about talking about proboscis monkeys, formulate the problem (independently/in collaboration with groups), analyze, and convey the results of their analysis" (Mrs. Dewi Shinta's teaching module on the material "Exploring the fauna of Indonesia " SMP N 1 R/L).*

Students are invited to learn about native Indonesian animals, which are relevant to their experiences and culture. This topic helps students understand the importance of nature conservation, both in local and global contexts, integrating biology and English language skills in one learning.

Based on the interview results are as follows:

*"How to be a good person, active wherever you are, build good communication with other people around you". (Interview with Mrs. Ds, SMP N 1 R/L).*

A comprehensive approach to education is emphasized by Ms. DS's explanation of the application of relevance and connection coaching. She goes beyond the typical academic boundaries by highlighting the value of being a good person and encouraging active engagement in any environment. Ms. DS emphasizes the value of interpersonal skills and effective communication by emphasizing the need to form meaningful connections with others. This strategy implies a dedication to developing not only highly qualified academics but also well-rounded individuals who benefit their

communities. Ms. DS hopes to foster a sense of relevance by incorporating these principles into the curriculum and inspiring students to make connections between their academic experiences and more general aspects of personal development and community engagement.

Furthermore, the results of observations with documentation carried out by the teaching module researcher, Mrs. Heni, a teacher at SMPN 2 R/L.

*"The teacher explains imperative sentences (command sentences found in the procedural text that has been studied. Then asks students to match the existing command sentences with the pictures in worksheet 3.26 (p. 136) and write several imperative sentences based on the given situation." (Mrs. Heni's Teaching Module, SMPN 2 R/L)*

Imperative sentences from procedural texts are very relevant to everyday life situations. Command sentences, such as "Close the door" or "Wash your hands," are things that students often encounter in their daily lives. The activity of matching imperative sentences with pictures helps students understand how these sentences are applied in real situations. This strengthens the connection between classroom learning and students' everyday experiences.

Based on the interview results are as follows:

*"I provide an understanding of the material by integrating it with daily activities that are often done" (Interview with Mrs. Heni, SMP N 2 R/L)*

*Building Relevance and Connection* indicator emphasizes the importance of connecting learning to students' real lives so that students can understand how the subject matter relates to their everyday experiences. Ms. Heni's statement shows that she actively integrates the subject matter into students' everyday contexts, which is very relevant to this indicator.

Furthermore, the results of observations with documentation carried out by teaching module researchers Mrs. Yunita and Mrs. Rosi, teachers at SMPN 3 & 13 R/L.

*"The teacher prints Picture 3.1 and Picture 3.2 and the words on worksheet 3.1 then asks several students to stick the parts of the house in English on the appropriate pictures." (Ms. Yunita and Ms. Rosi's Teaching Module, Home Sweet Home material, SMPN 3 R/L)*

Ms. Yunita creates a clear connection between the curriculum and the students' lives by relating the parts of the house to the students' own knowledge in their proper placement. By directly relating specific information to the students' experiences, this method fosters relevance.

*"I always relate learning materials to real life to create students' memory of learning" (Interview with Mrs. Yunita, SMPN 3 R/L)*

Teachers consciously connect learning materials with students' real lives, students can see how the material learned applies to everyday life. This strategy helps students understand that the knowledge they gain is not just theory, but has practical applications that are close to their experiences. The teacher's approach to linking learning to real life shows a strong understanding of the importance of building relevance and connection in learning. This strategy not only helps improve student retention, but also makes learning more meaningful, relevant, and interesting.

*"How to be a good person, active wherever you are, building good communication with other people around them," (Interview with Mrs. Rosi, SMPN 13 R/L)*

Demonstrate a dedication to fostering relevance and connection in the learning process. A strategy that goes beyond conventional academic outcomes is highlighted by an emphasis on student attitudes and encouraging active engagement. The emphasis on developing effective communication skills and engaging in a variety of settings demonstrates the larger educational goal of developing socially conscious individuals who can connect what they learn to their own lives and cultural environments (Lewar et al., 2023).



## 8. Fostering Student Empowerment and Ownership in Education

From the Observation Results, the theme of fostering student empowerment and ownership in education, Teachers ask students to bring an English dictionary to every English lesson, this can be seen in observations made by researchers in classes that apply the student-centered approach of the Merdeka curriculum on the sub-theme of fostering student empowerment and ownership in education. The teacher asks each student to bring an English dictionary to every English session to increase students' interest in learning English. The English dictionary also functions as a gateway for students who have never studied English. The teacher will start each meeting by expanding vocabulary and using the dictionary brought by students. Vocabulary development is also used to assess student accountability and ownership in education, because students who do not bring an English dictionary to class are asked to borrow it from another class or the library.

Based on the results of observations with documentation, fostering student empowerment and ownership in education can be described as follows:

*“Projects related to the material, for example in recount text by making stories in groups”. (Interview with Mrs. DS, SMP N 1 R/L).*

*Dewi Shinta* stated that project-based learning is a useful tool to empower students and foster their sense of ownership of their education while implementing the student-centered Merdeka curriculum (PBL). This shows dedication to teaching strategies that actively engage students in meaningful real-world projects by selecting “Often” in response to the question regarding the implementation of PBL. In the context of English language teaching, for example, projects related to specific language skills, such as recount texts, can be created with the aim of empowering students. Group storytelling projects were mentioned, which lead to an interactive and cooperative learning atmosphere where students take responsibility for their education. Students gain critical thinking, communication, and teamwork skills in addition to improving their English language competency through these projects. Teachers can foster a student-centered

atmosphere that goes beyond conventional teaching techniques and develops independent and capable learners by implementing project-based learning.

The implementation of fostering student empowerment and ownership in education based on observation results is the obligation to bring an English dictionary, based on interviews there is project-based learning, then based on documentation results, the implementation is carried out with activities that encourage student contributions in the learning process.

*"I give awards for the students' efforts, progress, and achievements, both individually and in groups." (Interview with Mrs. Heni, SMP N 2 R/L)*

Teachers give students awards, which include aspects of effort, progress, and achievement, this shows recognition of various aspects of the learning process, not just the final result. Giving awards helps students feel appreciated, which can motivate them to be more active and responsible in the learning process. This kind of award also boosts students' self-confidence and strengthens their belief in their own abilities. Giving awards for students' effort, progress, and achievement carried out by Mrs. Heni reflects practices that support the indicators of Fostering Student Empowerment and Ownership in Education. This strategy is effective in building students' motivation, sense of responsibility, and active participation in their learning, both individually and in groups.

*"I invite students to routinely reflect on their learning process and outcomes through learning journals, discussions, or reflective questions, such as: What have you learned today?, What challenges did you face, and how did you overcome them?, What are the next steps to achieve your goals?" (Interview with Mrs. Yunita, SMP N 3 R/L)*

Reflection gives students the opportunity to understand what they have learned, how they learned, and what needs to be improved. It helps students realize their active role in learning and builds a sense of ownership of their own learning process. By involving students in the reflection process, teachers encourage them to take

responsibility for their own progress. Students do not only rely on teachers, but also learn to manage their learning, plan next steps, and evaluate results.

*“I guide with questions and support, not by giving answers ” ( Interview with Mrs. Rosi, SMP N 13 R/L)*

By not providing direct answers, teachers encourage students to take responsibility for their own learning process. Students are taught to seek information, analyze, and make decisions based on their own understanding. This strategy is in line with the indicators of Fostering Student Empowerment and Ownership in Education , because students are encouraged to be active, independent, and responsible in learning. Teachers function as facilitators who support student independence, not just as providers of information.

### **9. Valuing Student Perspectives and Cultivating Mutual Respect**

Based on observations, the teacher gave students the opportunity to express their opinions independently, carried out in observations discussing the same material, namely "Home Sweet Home" and at the third meeting the discussion of the material had reached the stage of revealing objects at home. The teacher asked students to verbally express in English the objects in their homes one by one. To eliminate the fear of mispronouncing English vocabulary, students were instructed to say it out loud. This concludes that students' perspectives can be conveyed through the objects they mention and a sense of mutual respect can also be established between students when pronouncing the vocabulary.

Furthermore, the interview results showed that the application of respecting students' perspectives and fostering mutual respect can be explained as follows:

*"I pay attention to the habits of students in my class, how their daily lives are, then slowly start to motivate students with various learning methods." (Interview, Mrs. DS SMPN 1 R/L).*

Based on the transcript of Mrs. DS's interview above, a fundamental component of Mrs. DS's teaching style is her strong dedication to respecting and understanding each student's unique needs and experiences. She recognizes the uniqueness of her classroom by carefully observing each student's routine and lifestyle, going beyond a set teaching approach. Her proactive approach to gradually motivating students using a variety of teaching techniques demonstrates a versatile and adaptable teaching style. This strategy fosters an inclusive environment that values and honors each student's unique perspectives as it is designed to meet a variety of learning preferences. A respectful environment exists in the classroom because of Mrs. DS's commitment to identifying and addressing individual differences. All things considered, her student-centered approach enhances the educational process by creating a supportive atmosphere where students feel valued, appreciated, and inspired to fully engage in their education.

Meanwhile, in developing students who actively express their opinions in class, Mrs. Heni applies the following:

*"I often randomly point out students' opinions about their understanding and opinions about the material that has been taught." (Interview with Mrs. Heni, SMP N 2 R/L).*

Ibu Heni's method of helping students become engaged and opinionated class members highlights a dynamic and interactive teaching style. She fosters an environment of participation and communication by regularly and randomly asking students for their opinions on the content being taught. In addition to ensuring that students participate in the learning process on a regular basis, this tactic encourages students to have their own knowledge and perspectives. Ibu Heni's emphasis on spontaneity when selecting students to provide feedback leads to a democratic and friendly environment where every student is given the opportunity to participate. In addition to improving students' communication skills, this method fosters critical thinking and a sense of control over their education.

*“ Building Warm and Open Relationships , by creating positive relationships with students, showing empathy, attention, and appreciation for each individual, being an active listener when students speak, without interrupting or judging” (Interview with Mrs. Yunita, SMP N 3 R/L)*

Ms. Yunita's interview showed that teachers who are empathetic and care about students create a space where students feel valued. When teachers truly listen without interrupting, students feel that their opinions are heard and not belittled.

*“ Giving an Example of an Open Attitude, Show students how to accept different opinions. If they bring up different ideas, respond with curiosity, not judgment” (Interview with Mrs. Rosilawati, SMP N 13 R/L)*

In this interview, Ms. Rosilawati shows that modeling openness is a key step in valuing students' perspectives. By responding to students' ideas with curiosity, teachers create an atmosphere where students feel safe to express their thoughts, even if they differ from others.

### **10. Empowering Student Growth through Continuous Assessment and Personalized Feedback**

Based on observations, the teacher checks the progress of students' vocabulary in class implementation by checking students' vocabulary skills one by one or teaching peers regularly, facilitating peer-assisted learning opportunities where students support each other's understanding and growth at least once a week. This is done by memorizing or by written and oral tests. In this class, the teacher gives half an hour of lessons for vocabulary building activities.

The teacher provides a more in-depth explanation to students who are passive in class, checked in the first observation. Implemented in class A with the teacher asking more in-depth questions related to the material that has been studied, the teacher directly calls the names of students who are considered passive in class "S.. do you understand?" with the right tone so that students do not feel inferior to other students. While in class

B, the teacher gives more examples of the material being studied when students feel silent, when the teacher says "do you understand?" Repetition by the teacher or checking student understanding is important to avoid mistakes in the material and make it easier for students to do the next activities related to the material being discussed.

In the second observation, the teacher provided feedback on the progress of English learning to each student every month after learning, the feedback given by the teacher through vocabulary was done once a week, while formative assessment was done at each meeting.

Based on the results of observations with documentation, the implementation of Empowering Student Growth through Continuous Assessment and Personalized Feedback is described as follows:

**Penilaian Diri Selama Kegiatan Diskusi Kelompok**

**Nama :** .....

**Kelas :** .....

Petunjuk:

- Bacalah setiap pernyataan berikut dan berilah tanda centang (√) pada kolom "ya" atau "tidak" sesuai keadaan kalian selama proses diskusi.
- Kumpulkan format penilaian diri kepada bapak/ ibu guru kalian setelah diisi dengan lengkap.

No	Pernyataan	Ya	Tidak
<b>Selama proses diskusi saya :</b>			
1.	Aktif mengemukakan ide		
2.	Mendengarkan rekan lain yang sedang berpendapat		
3.	Sibuk mengerjakan tugas sendiri		
4.	Tidak bertanya karena takut ditertawakan		
5.	Aktif mengajukan pertanyaan		
6.	Melaksanakan kesepakatan kelompok meskipun tidak sesuai dengan pendapat sendiri		

**Penilaian Antarteman Selama Kegiatan Diskusi Kelompok**

Nama Teman 1 : .....

Nama Teman 2 : .....

1. Bacalah setiap pernyataan berikut dan berilah tanda centang (√) pada kolom sesuai keadaan teman kalian selama proses diskusi.

2. Kumpulkan format penilaian diri kepada bapak/ ibu guru kalian setelah diisi dengan lengkap.

No	Pernyataan	Teman 1	Teman 2
1.	Teman saya aktif mengemukakan ide selama diskusi		
2.	Teman saya mendengarkan pendapat rekan lainnya		
3.	Teman saya mengerjakan tugas kelompok sesuai pembagian tugas yang disepakati bersama		
4.	Teman saya aktif membantu rekan lain yang mengalami kesulitan mengerjakan tugas		
5.	Teman saya menertawakan pendapat rekan lainnya pada saat diskusi kelompok		
6.	dst		

In the teaching module, Mrs. Rosilawati explains that this assessment format is a step to empower students continuously and provide personalized feedback. This approach integrates peer-based evaluation with teacher support to create a reflective, collaborative learning environment that supports student growth.

**Lembar Penilaian Diri Peserta Didik**

Nama Sekolah : SMP/MTs  
Kelas/Semester : VII/

No	Pernyataan	1	2	3	4
1	Saya selalu berdoa sebelum melakukan aktivitas.				
2	Saya beribadah tepat waktu.				
3	Saya tidak mengganggu teman saya yang beragama lain berdoa sesuai agamanya.				
4	Saya berani mengakui kesalahan saya.				
5	Saya menyelesaikan tugas-tugas tepat waktu.				
6	Saya berani menerima resiko atas tindakan yang saya lakukan.				
7	Saya mengembalikan barang yang saya pinjam.				
8	Saya meminta maaf jika saya melakukan kesalahan				
9	Saya melakukan praktikum sesuai dengan langkah yang ditetapkan.				
10	Saya datang kesekolah tepat waktu.				

**Petunjuk:** Berilah tanda centang (√) pada kolom 1 (tidak pernah), 2 (kadang-kadang), 3 (sering), atau 4 (selalu) sesuai keadaan kalian yang sebenarnya

This module is a Student Self-Assessment Sheet used to measure aspects of students' attitudes and behaviors in their daily lives. This assessment is in the form of a self-assessment with a list of statements that reflect character values, such as: Habits of

praying and worshiping, Courage to admit mistakes, Punctuality in assignments and attendance, Honesty in returning items, Awareness in following the rules. Teachers can use the results of this assessment to provide feedback that is tailored to the conditions of each student. Thus, they can get more specific guidance according to their needs.

Furthermore, the implementation of improving student abilities through continuous evaluation and individual feedback was also found in the responses of the informants which are explained as follows:

*"The assignments are in groups but the assessment is still individual" (Interview with Mrs. Ds SMP N 1 R/L)*

Mrs. DS's response Regarding student involvement in the assessment process shows that empowering student growth through personalized feedback, By using group assignments, students learn to work together, share ideas, and develop interpersonal skills. However, assessments are still carried out individually to ensure that each student is assessed based on their individual contributions and abilities.

*Here is the explanation from Mrs. Heni: "by assessing according to the module, namely individual assessment" and "By checking the abilities one by one". (Interview with Mrs. Heni, SMPN 2 R/L).*

Mrs. Heni's response provides insight into the teacher's method of assessing students individually. The phrase "assessment according to module, namely individual assessment" refers to a methodical evaluation procedure that is in line with the curriculum module. By basing the evaluation of each student's performance on specific material taught in the module, this technique suggests a methodical and focused approach. In addition, the phrase "By checking abilities one by one" implies a methodical and specific strategy to understand children's general talents and academic progress. The emphasis on evaluating skills individually suggests a comprehensive evaluation that takes into account each student's strengths and areas of development. This strategy embraces the idea of tailored feedback, which shows a dedication to



identifying and meeting the various needs of students within a curriculum framework that is focused on student needs.

Then in the interview, Mrs. Yunita explained that

*"The quizzes that I give, provide space for all students to compete for grades in the opportunities that will be obtained" (Interview with Mrs. Yunita, SMP N 3 R/L)*

Continuous assessment is an assessment that is carried out consistently, allowing students to show their development of abilities gradually through various opportunities. Interviews show that quizzes are designed to provide space for all students without exception, thus creating a fair opportunity for them to show their abilities. This is important to ensure that every student has the opportunity to develop without feeling left out. In Personalized Feedback , Teachers provide individual feedback based on quiz results, so that students understand what needs to be improved and how.

*"by respecting them" and "with the progress of students' understanding". (Interview with Mrs. Rosi, SMP N 13 R/L).*

The responses to the question about helping students progress in implementing the student-centered Merdeka curriculum demonstrate a sophisticated and student-focused methodology. The phrase "With respect for them" emphasizes the importance of seeing each student as an individual with unique talents and learning preferences. Furthermore, the statement "With students making progress in their understanding", in response to the issue of how to evaluate students' academic achievement and general abilities, emphasizes the need for formative evaluation and active student participation. The focus on students' understanding as a measure of development demonstrates a dynamic and ongoing assessment approach that goes beyond conventional measurement. Teachers promote a personalized and comprehensive assessment approach by valuing and respecting students and emphasizing their understanding as a barometer of success. This helps create a learning environment that supports continuous improvement and tailored feedback.

## 11. Ensuring Holistic Evaluation with Diverse Assessment Approaches

The implementation of broad evaluation through various assessment procedures in collecting initial observation data, teachers provide formative assessments using various methods, in the first observation of taking students' grades on the assignments given, students are called one by one to state the grades they have obtained. Assessments are carried out at the end of learning after the learning process or material has been delivered, teachers assess students by asking them to listen to relevant material. Teachers also conduct comprehensive evaluations in class using various assessment techniques. In the second observation, teachers assess students by asking them to listen to the material given in audio form to facilitate the assessment process. In the third observation, teachers assess students on their activeness in answering questions after completing learning in class.

*"The assessment is carried out according to the teaching module that I created, from various aspects". (Interview with Mrs. DS, SMP N 1 R/L)*

Respondents demonstrated a holistic approach to evaluation in their responses to questions regarding the student-centered Merdeka curriculum. An organized and directed evaluation system in accordance with the curriculum design is demonstrated by the statement that evaluation is conducted in accordance with the teaching module. The emphasis on "various aspects" points to a comprehensive approach, meaning that evaluation covers a variety of learning experiences, including acquiring knowledge, applying it practically, developing critical thinking skills, and collaboration skills. This approach is aligned with the principles of student-centered education, ensuring comprehensive assessment that goes beyond conventional testing techniques. By integrating various assessment methodologies into the structure of the instructional module, instructors demonstrate a dedication to offering comprehensive and all-encompassing assessments that accommodate the various preferences and learning needs of students in the Merdeka curriculum.

Mrs. DS's statement is supported by the results of documentation carried out by the researcher.

### C. ASESMEN FORMATIF DAN SUMATIF

Listen to Audio 3.2 about the story of Andre and Princess Suripit (Part 2). Complete the story by choosing the correct words from the box.

"Welcome to Mangrovia." greeted a (1) \_\_\_\_\_ voice he knew so well, the guardian of Mangrovia Kingdom, Princess Suripit. Andre tried hard to focus on her tall figure. His eyes were still (2) \_\_\_\_\_ from the brightness that brought him to this mobile game. It's silly but not (3) \_\_\_\_\_ at all!

"Ah, am I dreaming?" Andre inally broke the silence. He expected that Princess Suripit would be gone. She just (4) \_\_\_\_\_ and gave him gestures to follow her. Strangely, Andre's feet just followed her steps even though he didn't want to. Then he realized he was not wearing his pajamas anymore. He wore a metal breastplate. There were also gauntlets on his hands. He realized that he (5) \_\_\_\_\_ a knight outfit. Princess Suripit said again, "It seems like a dream. But, you are not dreaming."

Soft	giggled	dirty	run	tall	follow	sore
was wearing	silly	laughed	funny	sad		

The image is a screenshot taken from Mrs. DS's teaching module in the assessment section of the material " *Journey to fantasy worlds* ", where the assessment is divided into two, namely Formative and summative assessments which aim to test students' understanding of the story text. This assessment includes listening comprehension And reading comprehension, thus assessing more than one language skill. This formative and summative assessment module is aligned with the Ensuring Holistic Evaluation with Diverse Assessment Approaches indicator because: It uses a combination of skills (listening, reading, critical thinking), Encourages understanding of context, not just memorization, Provides a more interactive learning experience with audio.

Next is the statement from Mrs. Heni: "*in terms of ability, skills, and attitude*".  
(*Interview with Mrs. Heni, SMP N 2 R/L*)

Mrs. DS's statement is supported by the results of documentation carried out by the researcher:

**B. Teknik Penilaian**

► **Kriteria Penilaian**

**Nilai yang diperoleh peserta didik = jumlah nomor benar x 100**

7

► **Nilai maksimum yang diperoleh peserta didik = 100**

**A. Rubrik Penilaian SIKAP**

<b>Jurnal Penilaian Sikap Spiritual dan Sosial</b>						
Nama Sekolah		: SMP/MTs				
Kelas/Semester		: VII				
No	Waktu	Nama Siswa	Catatan Perilaku	Butir Sikap	Ket	Tindak Lanjut
1			Tidak mengikuti kegiatan ibadah yang diselenggarakan di sekolah.	Ketaqwaan	Spiritual	Pembinaan
2			Menolong orang lanjut usia untuk menyeberang jalan di depan sekolah.	Kepedulian	Sosial	Teruskan
3			Mempengaruhi teman	Kedisiplinan	Sosial	Pembinaan
4			Mengingatkan temannya untuk melaksanakan ibadah sekolah.	Toleransi beragama	Spiritual	Teruskan

Holistic evaluation refers to **the overall assessment** of student development, not just based on academic test results. This approach includes a variety of evaluation methods that take into account **cognitive, skills, and attitude aspects**. Mrs. Heni's interview showed that she implemented **holistic evaluation**, where students were assessed not only in terms of academics but also their skills and attitudes. This approach is in line with **the Ensuring Holistic Evaluation with Diverse Assessment Approaches indicator**, as it involves various evaluation methods to understand students' overall development.

Next is the statement from Mrs. Yunita:

"I use observation and written tests in class assessments, in the final assessment I combine students' cognitive, affective and psychomotor skills."

Holistic evaluation refers to the use of multiple assessment methods to assess students holistically, not only in terms of academic aspects but also their skills and attitudes. The teacher's statement in this interview reflects the application of holistic evaluation by combining the assessment of, "ability, skills, and attitude", in the student-centered Merdeka curriculum indicating a comprehensive and inclusive method to assess students' achievement. The reference to evaluating students' "ability" implies an emphasis on their cognitive aptitude and understanding, which encompasses a range of

cognitive skills. The word “skills” is used to indicate that practical competencies that may include problem solving, communication, and critical thinking have been assessed. Furthermore, the fact that “attitude” is considered suggests that it is important to build students’ attitudes towards learning, teamwork, and personal development.

Next is the statement from Mrs. Rosi:

*"I use observation in the assessment, in addition to written tests, observations include student attitude, knowledge and skills scores in class" (Interview with Mrs. Rosi, SMP N 13 R/L)*

Mrs. Rosi's statement is supported by the documentation results:

G. ASESMEN / PENILAIAN				
<b>Kriteria Penilaian</b>				
<ul style="list-style-type: none"> <li>• Penilaian proses berupa catatan/deskripsi kerja saat diskusi kelompok.</li> <li>• Penilaian Akhir Sekor nilai 10-100</li> </ul>				
<b>Rubrik Penilaian</b>				
<b>I. Sikap</b>				
a. Apakah aku sudah melakukan pembelajaran secara tanggung jawab ?				
b. Apakah aku sudah mengumpulkan tugas secara tepat waktu ?				
c. Apakah aku sudah mencantumkan sumber referensi dalam karyaku ?				
c. Apakah aku sudah mampu berkolaborasi dengan baik bersama teman-temanku ?				
<b>Tabel Jurnal Pengembangan Sikap</b>				
No	Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap
1				
2				
3				
4				

Mrs. Rosi's statement regarding the use of observation in assessing students' attitudes, knowledge, and skills is supported by the results of documentation in the form of an attitude assessment journal. This table records the date, student name, behavior notes, and attitude items indicating that observation is used to assess student attitudes in daily learning activities. Mrs. Rosi emphasized that observation is used to assess student attitudes, knowledge, and skills in the classroom. This shows that assessment is not only based on written tests, but also through direct observation of student interactions and

engagement. The available documentation supports Mrs. Rosi's statement in ensuring **holistic evaluation with various assessment methods** . This is in line with **the indicators** because it shows that in the evaluation not only assesses students' academic results, but also aspects of attitudes and skills through structured observations.

## **12. Fostering Inclusivity and Collaboration through Heterogeneous Grouping**

Based on observations, the teacher divides students into several groups to discuss related materials. The implementation in the classroom essentially fosters inclusion and cooperation through diverse grouping by dividing students into several groups to complete instructions from the teacher. At this point, grouping is more about how students are able to create a sense of belonging to their respective groups and become active students in group learning. Groups are selected randomly so that there is no subjectivity for each student.

Meanwhile, in the second observation, the teacher gave trigger questions, students were directed to discuss them with their groups. The implementation of inclusive and collaborative coaching through various groupings on this checklist is a special topic discussed by students, namely "Let's Clean Up". Grouping at this point emphasizes that the teacher encourages shared responsibility for each student, with students actively carrying out their roles in the study group. Students can be inspired to dare to voice ideas or thoughts through the Small Group Discussion method.

In the third observation, to foster inclusion and cooperation through diverse grouping, the teacher gave a mission that had to be completed in groups, namely the topic of the material "Home Sweet Home". The teacher gave students the freedom to develop their abilities independently. This happened in vocabulary development, students in groups or consisting of two people (peer-teaching) checked each other's vocabulary, which was then continued with a check by the teacher for vocabulary development.

The following will explain the implementation of inclusive and collaborative coaching through various groupings based on the results of interviews that have been conducted:

*“Every student should be given a task” and “The inclusive nature of group projects and activities allows students to offer their own talents and perspectives”.* (Interview with Mrs. Ds, SMP N 1 R/L).

Regarding the implementation of the student-centered Merdeka curriculum, Ms. Ds responded by providing in-depth information on how to promote inclusivity and collaboration through diversity grouping. The statement that “every student needs to be given a task” calls for strategies aimed at promoting engagement in learning groups. A teacher can ensure that each student has a specific function and encourage responsibility and engagement by giving them different tasks. The intentional planning of cooperative learning experiences is further highlighted by the emphasis on the “inclusive nature of group projects and activities” in response to building a sense of belonging.

The following is the response given by Mrs. Heni regarding the implementation of inclusive coaching and cooperation through diverse groupings, as follows:

*“Monitoring or assisting the group learning process periodically” and “By increasing group assignments and reducing grades for students who are not active in the group”.* (Interview with Mrs. Heni, SMP N 2 R/L).

By emphasizing regular check-ins to ensure that students are actively participating in the collaborative learning process, Ms. Heni’s statement to “monitor or assist the group learning process periodically” demonstrates a proactive approach to group dynamics. This tactic not only promotes accountability but also allows the teacher to offer assistance when needed, creating a supportive environment for student group projects. Additionally, the focus on “raising group assignments and lowering grades for students who do not participate in groups” demonstrates a dedication to promoting a sense of inclusion through graded group projects. In addition to promoting personal

accountability, the instructor emphasizes the value of each student's input to the group learning process by rewarding engagement and punishing inactivity.

*"I asked the students to translate together the text they had read." (Interview with Mrs. Yunita, SMP N 3 R/L)*

The teacher encourages a collaborative learning atmosphere in which students work together as a group by emphasizing that students must translate the text together. The use of different perspectives, abilities, and understandings in the translation procedure is promoted by this collaborative methodology. Despite differences in individual language skills, students contribute to the group's understanding of the text, which promotes cooperation and support among them.

*"Students translate texts in groups to encourage shared understanding and cooperation." (Interview with Mrs. Rosi, SMP N 13 R/L)*

In the explanation stated by Mrs. Rosi that the method of translating texts in groups is an effective strategy in building inclusivity and collaboration in learning. Heterogeneous grouping ensures that each student can participate according to their abilities, help each other, and learn in a supportive atmosphere. Thus, students not only gain a better understanding of the material, but also develop important social and communication skills in collaborative learning.

## **B. Discussion**

This study examines the implementation of the Merdeka Curriculum with a student-centered approach in teaching English in 4 junior high schools in Rejang Lebong. The research findings show that this approach is implemented through 12 Indicators contained in the McCombs and Whisheler Theory :

### **1. Fostering Student-Centered Learning through Meaningful Themes**

Observation results show that teachers use contextual themes that are close to students' lives to improve their understanding and involvement in learning English.



**Observation 1&2:** The teacher asks students to look for vocabulary for objects in their homes, so that learning is more relevant.

**Observation 3&4 :** The teacher assigns students to develop English vocabulary related to daily activities.

This strategy shows that the material provided is not only text-based, but also adjusted to the student's background . This is in line with the theory of experiential learning which states that learning will be more effective if it is linked to the student's real experience .

This finding is also supported by teaching modules that demonstrate active collaboration and exploration of concepts in learning:

**Mrs. Dewi Shinta's Module (SMPN 1 R/L):** Students observe and analyze information about proboscis monkeys , then convey the results of their analysis. This exploration-based learning encourages students to think critically and work in teams , improving their communication and analytical skills.

**Mrs. Heni's Module (SMPN 2 R/L):** The teacher shows pictures, plays audio, and invites students to match the pictures with the contents of the conversation. This strategy allows students to connect learning with personal experiences , making it more meaningful.

Based on interviews, teachers realized the importance of student interests in determining learning themes .

**Mrs. Yunita (SMPN 3 R/L):** *"I adjust the theme to the students' interests and abilities, because if they are interested, learning becomes more fun."*

**Mrs. Rosilawati (SMPN 13 R/L):** *"I often use cooperative learning and group discussions that consider multiple points of view."*

This statement shows that:

The perspectives provided from the interviews provide insight into a well-thought-out strategy for integrating student-centered learning into the Merdeka curriculum. To create a clear connection between classroom teaching and real-world scenarios<sup>64</sup>, using relevant vocabulary to connect academic material to students' everyday experiences is one way to reinforce this, by connecting subjects to real-world situations. To build students' learning of new vocabulary and its usage, this method not only enhances the overall learning experience, but also contextualizes each subject in the context of real-world problems<sup>65</sup>. This method not only enhances understanding of academic subjects, but also builds a connection between theoretical knowledge and its application in students' everyday lives. This model encourages student participation and relevance, making the learning process more relevant.

Ultimately, the combination of these approaches demonstrates a strong commitment to supporting student-centered learning through the incorporation of relevant themes into the educational framework. This focus ensures that the learning experience is tailored to the needs and interests of students. The teaching environment becomes more engaging and relevant by introducing themes that are relevant to students, allowing for a greater connection between theoretical principles and practical implementation. This student-centered approach encourages not only understanding but also active engagement and critical thinking. As a result, each individual participant has an educational experience that is not only enriching but also meaningful, resulting in a dynamic and responsive learning environment that addresses the diverse needs of students.

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<sup>64</sup> Sara Pazell and Anita Hamilton, "A Student-Centred Approach to Undergraduate Course Design in Occupational Therapy," *Higher Education Research and Development* 40, no. 7 (2021):P 4.

<sup>65</sup> Siti Rahimah and Hesty Widiastuty, "2013 Curriculum And Merdeka Curriculum In English Learning," *Education Journal: SEROJA* 2, no. 2 (2023): 17. P 5.

## 2. Cultivating Intellectual Excellence through Complex Learning Challenges

The research findings show that teachers at SMP Rejang Lebong have implemented complex learning challenges in English language learning to develop students' intellectual excellence . These challenges are implemented through various strategies such as problem-based learning (PBL), analysis, group discussions, data exploration, and the use of visual and audio media . An important component of the implementation of the student-centered Merdeka Curriculum was revealed in the interviews which emphasized the inclusion of guidelines that ask students to assess and analyze data or subject content. The specificity of this example focuses on the analysis of words taken from conversational dialogues that highlight the dedication to developing intellectual excellence through challenging tasks. This method develops critical thinking skills in addition to language skills by encouraging students to explore the intricacies of language in authentic interactions.

The perspectives described show how the student-centered Merdeka curriculum takes a cohesive approach, focusing on developing intellectual excellence through challenging tasks. When combined with text analysis exercises to help junior high school students become more confident in their English, it speaks of a complete approach that goes beyond language competence to develop strong speaking skills, they must be brave and have enough confidence when they want to say something. This all-encompassing method captures the spirit of intellectual greatness, allowing students to confidently negotiate the complexities of language. In addition, vocabulary analysis is based on conversational discourse to connect education to practical situations <sup>66</sup>. Collectively, these efforts demonstrate a dual dedication to language skills and fluent communication, encapsulating the Merdeka curriculum's goal of equipping learners

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<sup>66</sup> Victoria Abou-Khalil et al., "Emergency Online Learning in Low-Resource Settings: Effective Student Engagement Strategies," *Education Sciences* 11, no. 1 (2021): 1–18, P 18.

with the necessary skills (Kemendikbudristek, 2022) to navigate and thrive effectively in a variety of real-world scenarios.

In conclusion, the perspectives provided demonstrate the cohesive and student-centered nature of the Merdeka curriculum, which emphasizes intellectual achievement through challenging and demanding tasks. The integrated approach of the Merdeka curriculum, as expressed in the perspectives of these educators, emphasizes the importance of promoting critical thinking skills and intellectual progress. The educational framework aims to develop well-rounded and intellectually capable individuals in an academic environment by incorporating challenging tasks into the curriculum.

### **3. Elevating Education through Critical and Higher-Order Thinking Skills**

Research findings from observations and interviews show that teachers at junior high schools in Rejang Lebong have implemented critical thinking and higher-order thinking skills (HOTS) approaches in English language learning. Teachers use various methods such as problem-solving, analysis, evaluation, group discussions, and open-ended questions that trigger reflection and exploration of concepts .

The combined perspective of the interview results shows how to use educational enhancement through higher-order and critical thinking skills in a comprehensive manner. Strategies to arouse curiosity can encourage students to achieve higher educational achievements, beyond curriculum requirements by regularly asking questions and having discussions with them. Questions are often used to stimulate memory of previous knowledge, improve understanding, and develop critical thinking skills. By talking about topics outside the curriculum, teachers not only help students explore their diverse interests <sup>67</sup>, but also foster a curious mindset outside the

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<sup>67</sup> Nurul Hasanah Fajaria and Indri Nurhasanah, "Exploring Students' Interest in Becoming a Teacher Through the 'Kampus Mengajar' Program," *Akademika* 11, no. 02 (2022): 329–40, p 334.

classroom, which is in line with the main goal of the Merdeka curriculum, which is to continue to love lifelong learning.

#### **4. Empowering Students through Autonomous Learning Journeys**

Research findings from observations and interviews show that teachers at junior high schools in Rejang Lebong have implemented autonomous learning strategies in the Merdeka Curriculum. This approach aims to empower students by giving them control over their own learning process, so that they can develop skills and knowledge according to their interests and abilities.

In the previous discussion, Mrs. Dewi Shinta emphasized how important it is to help students develop an attitude of independent learning, actions taken by students to take the initiative with or without the help of others<sup>68</sup> and how to improve their abilities with methods that are in line with their own interests. Personalizing education according to individual interests not only increases motivation but also encourages deeper engagement with learning content.

Together, Ms. DS, Ms. Heni, Ms. Yunita and Ms. Rosi present a comprehensive perspective on the development of independent and autonomous learning in the student-centered Merdeka program. Their collective observations highlight the need to create an atmosphere where students become active participants in their own educational journey, rather than passive consumers of knowledge. These educators foster the development of skills that enable students to take charge of their learning by introducing interactive and challenging components into the curriculum.

#### **5. Building an Inclusive and Diverse Learning Community**

Findings from observations and interviews indicate that teachers at junior high schools in Rejang Lebong have implemented inclusive and diverse learning strategies

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<sup>68</sup> Gabriel Fredi Daar and Fransiskus Jemadi, "Analysis of the Implementation of Self-Directed Learning in Learning English for Specific Purposes," *Journal of English Educational Study (JEES)* 3, no. 1 (2020): P 65.

, where all students, regardless of their background and abilities, have equal opportunities to learn and develop. This implementation is seen in the use of random learning groups, flexible language of instruction, strategies that accommodate various learning styles, and strengthening the values of tolerance and diversity in classroom interactions .

The emphasis of Ms. DS, Ms. Heni, Ms. Yunita and Ms. Rosi in embracing diversity as a fundamental principle demonstrates their dedication to creating a learning environment that goes beyond traditional boundaries. These instructors build an environment that recognizes and values each student's unique skills and perspectives by integrating interactive and personalized techniques. This dedication goes beyond standard teaching methods, creating a dynamic environment where different learning styles, interests and backgrounds are not only recognized but actively incorporated into the educational process.

## **6. Adapting Instruction to Diverse Learner Needs**

Findings from observations and interviews indicate that teachers at junior high schools in Rejang Lebong have implemented learning differentiation strategies to adapt instruction to various learning styles and student needs . This approach is carried out through a variety of learning media (audio, visual, kinesthetic), flexible learning methods (individual, group), and the use of concrete tools that are relevant to students' lives .

From what the researcher observed from the findings that Mrs. DS, Mrs. Heni, Mrs. Yunita and Mrs. Rosi all showed the same dedication to implementing techniques that transform education to meet the requirements of various learners. The various methods used by students to interact with academic information, and the emphasis on self-directed learning encourage independent learning and personal responsibility. The kinesthetic and visual learning modalities encourage a vibrant and friendly learning atmosphere that recognizes and accommodates the various ways students learn. Their

combined efforts highlight the importance of identifying and meeting various learning requirements to provide an engaging and accessible learning environment.

### **7. Cultivating Relevance and Connection**

Findings from observations and interviews show that teachers at junior high schools in Rejang Lebong have implemented strategies to build relevance and connection in English learning. Teachers connect the material to students' daily lives, local culture, and real experiences so that learning becomes more meaningful, easy to understand, and difficult for students to forget.

The researcher explains that developing effective communication skills with others implies a real-life experiential method to improve interpersonal skills. The emphasis on communication and personal development suggests a deep and participatory learning method. Experiential learning is learning through direct experience and reflection. The method emphasizes the role of practical experience in the development of good values and communication skills, going beyond academic training by encouraging students to actively apply ethical ideas and increasing students' sense of community. This is consistent with experiential learning theory, which states that meaningful learning occurs when people actively engage in situations and consider their outcomes, offering a useful basis for social and personal growth. From this perspective, it highlights the importance of experiential learning in developing not just academic knowledge, but also critical life skills needed for personal and social success.

### **8. Fostering Student Empowerment and Ownership in Education**

Ms. DS's emphasis on interactive projects is in line with modern educational theories that recognize the value of group learning in enhancing understanding and social skills. All things considered, her methods help create a lively and engaging learning environment in the classroom, encouraging a learning process that goes beyond individual success. to encompass the development of communal knowledge. Storytelling

demonstrates a conscious effort to give students agency by introducing tasks that foster creativity and collaboration in addition to enhancing language proficiency.

The learning techniques applied by Mrs. DS, Mrs. Heni, Mrs. Yunita and Mrs. Rosi to foster an atmosphere that focuses on the needs of students. To increase student autonomy and collaboration, they place a strong emphasis on projects that align with cultural themes, with their analytical thinking on English language resources, and interactive tasks. This method prepares children for academic success and hardship in an ever-changing world by giving them essential tools for success and lifelong learning.

### **9. Valuing Student Perspectives and Fostering Mutual Respect**

Findings from observations and interviews show that teachers at junior high schools in Rejang Lebong have implemented strategies to value students' perspectives, foster mutual respect, and encourage them to be more active in expressing their opinions . This approach is carried out through providing opportunities to speak in class, creating a supportive environment, and being open to differences of opinion .

Schools are a place for education and learning, and play an important role in shaping students' character<sup>69</sup>. Students' voice and respect must be implemented through teaching. A student-centered approach that takes into account individual needs and backgrounds is exemplified by Ibu Heni who uses a variety of learning techniques carefully along with her dedication to understanding her students' daily lives and habits. Focusing on each student's unique needs and history, Ibu Heni's teaching philosophy is to value students' perspectives and foster mutual respect. She observes students' daily lives in the classroom and uses a variety of teaching strategies. Through a more meaningful connection between students and the material, this individualized approach creates a friendly and inclusive learning atmosphere where each student's talents and weaknesses are respected. Students who use this approach feel valued and recognized in

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<sup>69</sup> Widyawati Wahyu Ningsih, Nina Sofiana, and Hamidaturrohmah Hamidaturrohmah, "Implementation of Pancasila Student Profile Habituation in the Formation of Student Character: Supporting and Inhibiting Factors," *Journal of Educational Innovation 1*, no. 2 (2023): P 152.



a friendly environment, contributing to the development of more equitable classroom practices.

Interview insights highlight the need for a holistic strategy to be implemented to value student voice and foster mutual respect in the classroom. Combined, these teaching strategies demonstrate a commitment to recognizing and addressing individual differences and help create a respectful classroom environment.

#### **10. Empowering Student Growth through Ongoing Assessment and Personalized Feedback**

Emphasizes the importance of valuing and recognizing each child as an individual. Contributes to a more comprehensive and caring learning environment by creating one that not only values students' different backgrounds, experiences, and skills but also encourages academic progress. Her emphasis on understanding in the classroom reflects a dynamic assessment method that emphasizes comprehensive knowledge of students' academic development, ensuring that authentic assessments pose additional challenges. Ms. Heni ensures that each student's strengths and areas for growth are recognized by regularly evaluating their progress and offering personalized feedback. This methodology not only facilitates focused assistance but also communicates to students that their personal development and achievement are paramount. Ongoing evaluation serves as an instrument for identifying and meeting each student's needs as well as for grading. Ms. Yunita fosters a culture of continuous growth and personalized academic development by using personalized feedback to create a learning environment that recognizes each student's unique strengths and difficulties.

However, Ms. Rosi uses a methodical approach that includes module-specific assessments and screenings to accurately measure student progress. Her methodical approach demonstrates her dedication to identifying and addressing each student's strengths and weaknesses. Ms. Rosi ensures focused evaluation of students' understanding and progress across multiple domains by integrating assessments that are specifically tied to the module material. This approach not only offers a comprehensive

assessment of each individual's growth but also allows for personalized feedback that targets specific areas of strength and growth. The rigorous assessment approach emphasizes deliberate and planned evaluation procedures to help guide each student's academic trajectory, which aligns with the goal of supporting continuous progress. Ms. DS fosters a learning environment that focuses on each student's unique needs and developmental trajectory, fostering a culture of continuous improvement and academic success through rigorous assessment and personalized feedback.

Therefore, the interviews revealed that student development through evaluation and feedback in different but complementary ways. The combination of value-based emphases results in an overall commitment to recognizing, valuing, and supporting students throughout their academic journey. This creates a climate conducive to continuous and tailored improvement.

### **11. Ensuring Holistic Evaluation with Diverse Assessment Approaches**

A careful and rigorous approach to evaluation that emphasizes systematic assessment, which is in line with the lesson plans he creates. His statement demonstrates a dedication to offering thorough assessment using a variety of assessment methods. This methodical technique allows for a comprehensive understanding of students' understanding of the subject matter and their development over time. Furthermore, the focus on diversity in assessment methodologies demonstrates a comprehensive evaluation procedure that goes beyond conventional techniques. In addition to offering a more nuanced picture of student performance, a careful and methodical approach to assessment creates a learning environment where a variety of skills and knowledge are assessed using a variety of techniques, which encourages a comprehensive and all-encompassing evaluation process.

On the other hand, the responses of Mrs. Heni, Mrs. Yunita and Mrs. Rosi which emphasize on "ability, skills, and attitude," show a holistic approach to evaluation that includes practical skills, learning attitudes, and cognitive capacity. The method, which is based on several evaluation characteristics, shows a forward-looking perspective that

recognizes the complexity of student growth. A significant contribution to a more comprehensive understanding of student capacity by introducing an exam that assesses not only the acquisition of information but also practical application and attitudes towards learning.

Taken as a whole, the interview demonstrates a thorough dedication to assessing students from multiple perspectives, ensuring a full understanding of their learning and growth in the student-centered Merdeka curriculum. While emphasizing the importance of many aspects of the training module, it broadens the scope by clearly distinguishing important elements such as abilities, skills, and attitudes.

## **12. Fostering Inclusivity and Collaboration through Heterogeneous Grouping**

Ms. Yunita emphasizes structured assignments and individual interactions that enhance students' communication and interpersonal skills. She offers a framework that motivates students to work together productively and creates a sense of group cooperation by introducing organized tasks. Because these projects place a strong focus on individual connections, every student is guaranteed to be fully engaged, which enhances the development of their interpersonal and communication skills. This method not only encourages diversity in the classroom but also recognizes the different abilities and perspectives that each student brings to the group. Ms. Yunita's approach supports the goal of cultivating a classroom culture that prioritizes the interpersonal, collaboration, and communication skills that are essential for success in the classroom as well as in future social and professional situations.

Meanwhile, Ms. Ds, Ms. Heni and Ms. Rosi emphasize the participatory aspect of group work, delegating authority and responsibility to participating students. She encourages a cooperative dynamic where each group member has a significant role by giving authority and responsibility to participating students. This collaborative approach encourages shared accountability for group performance while also increasing engagement and ownership. To create a collaborative atmosphere where different skills

and perspectives can contribute to the overall success of the group, Ms. Yunita's approach recognizes the importance of giving students the freedom to take on leadership roles. By using this method, she prepares students for collaborative activities in various aspects of their future academic and professional careers, while also instilling leadership and collaboration skills that are beneficial beyond the classroom <sup>70</sup>.

In short, Ms. DS, Ms. Heni, Ms. Yunita, and Ms. Rosi are dedicated to promoting collaboration and inclusivity in the student-centered Merdeka curriculum adapted from McCombs and Whisler (1997). Together, these educators build an inclusive learning environment that promotes discussion, active engagement, and shared understanding of group goals.

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<sup>70</sup> Arum Putri Rahayu et al., "Innovation of Collaborative Learning Methods in the Digital Era: Case Study of Magetan Private Colleges," *Edu Cendikia: Jurnal Ilmiah Kependidikan* 4, no. 02 (2024): P 320.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

The use of the student-centered Merdeka curriculum in teaching English at SMP N 1 Rejang Lebong, SMP N 2 Rejang Lebong, SMP N 3 Rejang Lebong and SMP N 13 Rejang Lebong is a major step towards creating a dynamic and engaging learning environment. This method, which is based on the concept proposed by McCombs and Whisler (1997), places students at the center of their educational experience.

Based on the results of the research conducted, it can be concluded that the implementation of the student-centered Merdeka curriculum in English language teaching can be described as follows: by combining themes and real-life applications, educators foster an environment where students can connect language learning to practical situations. The emphasis on complex learning challenges fosters intellectual excellence by promoting critical thinking skills that are essential for analyzing, evaluating, and synthesizing information. In addition, the commitment to fostering curiosity and autonomy empowers students to take ownership of their learning journey, especially in vocabulary development. The formation of an inclusive and diverse learning community not only encourages collaboration but also ensures that instruction is tailored to accommodate various learning styles and preferences. Through project-based learning experiences, teachers further strengthen student empowerment, providing opportunities for self-directed exploration. The emphasis on mutual respect, open communication, and individual feedback contribute to a supportive atmosphere where students feel valued and understood. Finally, the incorporation of diverse grouping methods demonstrates a commitment to creating an inclusive and culturally responsive learning environment.

## **B. Suggestion**

Based on the results of research on the implementation of the student-centered Merdeka curriculum by teachers in English learning at SMP N 1 Rejang Lebong, SMP N 2 Rejang Lebong, SMP N 3 Rejang Lebong and SMP N 13 Rejang Lebong, the following are some recommendations that can be submitted related to the research results:

### 1. For Teachers

Changing the Role from "Teacher" to "Facilitator" Change the role from providing material to being a companion who guides students to discover and construct their own knowledge.

### 2. For Other Researchers

Future researchers can expand this issue to apply the student-centered Merdeka curriculum in English teaching as a more comprehensive knowledge that can be used as a model for effective English teaching in the future.

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INSTITUT AGAMA ISLAM NEGERI CURUP

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Homepage: <http://www.iaincurup.ac.id> Email: [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id) Kode Pos 39119

**KARTU BIMBINGAN SKRIPSI**

NAMA	: Betty Nurhati
NIM	: 20551010
PROGRAM STUDI	: Tadris Bahasa Inggris
FAKULTAS	: Tarbiyah
DOSEN PEMBIMBING I	: Dr. Lefly Noviyenty, M.Pd
DOSEN PEMBIMBING II	: Meli Fauziah, M.Pd
JUDUL SKRIPSI	: The Implementation of Student-Centered Approach in Teaching English for Junior High School Student in Pesang Lebang District.
MULAI BIMBINGAN	:
AKHIR BIMBINGAN	:

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING I/
1.	30-10-2024	Bimbingan BAB I	
2.	1-11-2024	Bimbingan BAB II	
3.	7-11-2024	Bimbingan BAB III	
4.	12-11-2024	Bimbingan Instrumen Penelitian	
5.	15-11-2024	Bimbingan BAB IV, Revisi hasil temuan	
6.	20-11-2024	Bimbingan BAB IV Revisi hasil temuan	
7.	26-11-2024	Bimbingan BAB IV Revisi observasi	
8.	2-12-2024	Bimbingan BAB IV Revisi interview	
9.	9-12-2024	Bimbingan BAB IV Revisi findings	
10.	17-12-2024	Bimbingan BAB V Revisi discussions	
11.	20-12-2024	Bimbingan BAB V	
12.	.	.	

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH  
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

PEMBIMBING I,

Dr. Lefly Noviyenty, M.Pd  
NIP. 19780224 200212 2002

CURUP, .....2025

PEMBIMBING II,

Meli Fauziah, M.Pd  
NIP. 19640523 20012 2003

- Lembar Depan Kartu Bimbingan Pembimbing I
- Lembar Belakang Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010  
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**KARTU BIMBINGAN SKRIPSI**

NAMA	: Betty Nurfitri
NIM	: 20551010
PROGRAM STUDI	: Tadris Bahasa Inggris
FAKULTAS	: Tarbiyah
PEMBIMBING I	: Dr. Lefly Noviyenty, M.Pd
PEMBIMBING II	: Mei Fauziah, M.Pd
JUDUL SKRIPSI	: The Implementation of Student-Centered Approach in Teaching English for Junior High School Student in Pejang Lebang District.
MULAI BIMBINGAN	:
AKHIR BIMBINGAN	:

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING II
1.	26-09-2024	Bimbingan BAB I	
2.	01-10-2024	Bimbingan BAB II	
3.	22-10-2024	Bimbingan BAB III	
4.	11-11-2024	Bimbingan Instrumen Revisi	
5.	14-11-2024	Bimbingan BAB IV Revisi instrumen	
6.	20-11-2024	Bimbingan BAB IV Revisi hasil penelitian	
7.	25-11-2024	Bimbingan BAB IV Revisi findings	
8.	29-11-2024	Bimbingan BAB IV Revisi discussions	
9.	6-12-2024	Bimbingan BAB IV Revisi findings & discussions	
10.	16-12-2024	Bimbingan BAB V	
11.	15-12-2024	Bimbingan BAB V	
12.			

KAMI BERPENDAPAT BAHWA SKRIPSI INI  
SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN  
CURUP

CURUP, .....2025

PEMBIMBING I,

Dr. Lefly Noviyenty, M.Pd  
NIP. 1978 0224 2002 2 2002

PEMBIMBING II,

Mei Fauziah, M.Pd  
NIP. 1994 0523 2020 12 2003





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

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

Nomor : 630 Tahun 2024

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

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;  
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;  
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;  
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;  
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;  
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.  
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup  
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Permohonan Saudara Betty Nurtiati Dari tanggal 1 Oktober 2024 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi  
2. Berita Acara Seminar Proposal Pada Hari Kamis tanggal 25 Juli 2024

**MEMUTUSKAN :**

**Menetapkan**  
**Pertama**

1. **Dr. Leffi Noviyenti, M.Pd** **19761106 280312 2 004**  
2. **Meli Fauziah, M.Pd** **19940523 202012 2 003**

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

N A M A : **Betty Nurtiati**

N I M : **20551010**

JUDUL SKRIPSI : **The Implementation of Student-Centered Approach in Teaching English for Junior High School Student in Rejang Lebong District**

- Kedua** : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,  
Pada tanggal 3 Oktober 2024  
**Dekan,**

  
**Sutarto**



PEMERINTAH KABUPATEN REJANG LEBONG  
**DINAS PENANAMAN MODAL  
DAN PELAYANAN TERPADU SATU PINTU**  
Basuki Rahmat No.10 ■ Telp. (0732) 24622 Curup

**SURAT IZIN**

Nomor : 503/388/IP/DPMPTSP/XI/2024

**TENTANG PENELITIAN  
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG**

- Dasar :
- Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
  - Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : 2028/In.34/FT/PP.00.9/11/2024 tanggal 22 November 2024 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL : Betty Nurtiati/ Air Duku , 15 Juni 2002  
NIM : 20551010  
Pekerjaan : Mahasiswa  
Program Studi/Fakultas : Tarbiyah /TBI  
Judul Proposal Penelitian : "The Implementation Of Student-Centered Approach In Teaching English For Junior High School Student In Rejang Lebong District "  
Lokasi Penelitian : SMPN 01, SMPN 2, SMPN 3 , Dan SMPN 13 Rejang Lebong  
Waktu Penelitian : 26 November 2024 s/d 26 Februari 2025  
Penanggung Jawab : Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :

- Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup  
Pada Tanggal : 26 November 2024



Kepala Dinas Penanaman Modal dan  
Pelayanan Terpadu Satu Pintu  
Kabupaten Rejang Lebong

**ZULKARNAIN, SH**

Pembina Tingkat I/IVb  
NIP. 19751010 200704 1 001

**Tembusan :**

- Kepala Badan Kesbangpol Kab. RL
- Wakil Dekan I Fakultas Tarbiyah IAIN Curup
- Kepala Sekolah SMPN 01, SMPN 2, SMPN 3 , Dan SMPN 13 Rejang Lebong
- Yang Bersangkutan
- Arsip





**PEMERINTAH KABUPATEN REJANG LEBONG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 1 REJANG LEBONG**

Jalan Basuki Rahmat No. 06 Curup ☎ (0732)-21974, 23095 Fax. 0732-23095  
E-mail [smpn1curupkota@yahoo.co.id](mailto:smpn1curupkota@yahoo.co.id), Kode Pos 39112,

**SURAT KETERANGAN SELESAI PENELITIAN**

Nomor : 421.3/213/PL/SMPN 1/RL/2025

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Rejang Lebong :

Nama : EKA SUSANTI, S.Pd  
NIP : 1950703 200312 2 002  
Pangkat/Gol : Pembina / IV. b  
Jabatan : Kepala SMPN 1 Rejang Lebong  
Alamat : Jl. Basuki Rahmat Kel. Dwi Tunggal

Menerangkan dengan sesungguhnya bahwa saudara :

Nama : Betty Nurtiati  
NIM : 20551010  
Jurusan : Tarbiyah/TBI  
Universitas : IAIN CURUP

Benar bahwasanya yang bersangkutan telah aktif dan telah selesai melaksanakan Penelitian di SMPN 1 Rejang Lebong tanggal 26 November 2024 s/d 26 Februari 2025, dengan judul **“The Implementation Of Student-Centered Approach In Teaching English For Junior High School Student In Rejang Lebong District”**.

Demikian Surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Curup, 21 Januari 2025

Kepala Sekolah



**EKA SUSANTI, S.Pd**

**NIP. 1950703 200312 2 00**



PEMERINTAH KABUPATEN REJANG LEBONG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SEKOLAH MENENGAH PERTAMA NEGERI 3 REJANG LEBONG

NSS : 20 1 26 02 03 001 – NPSN : 10700633 email : [smpn1curtim@gmail.com](mailto:smpn1curtim@gmail.com)  
Alamat : Jalan A. Yani Kel. Talang Ulu, ☎ (0732) 21525 Curup Timur



**SURAT KETERANGAN**

Nomor : 421.3/031/LL/SMPN3 RL/CRT/2025

Yang bertan datangan dibawah ini, Kepala Sekolah Menengah Pertama (SMP) Negeri 3 Rejang Lebong, menerangkan bahwa :

N a m a : Betty Nurtiati/Air Duku, 15 Juni 2002  
NIM : 20551010  
Alamat : Tarbiyah/ TBI  
Lokasi : SMPN 3 Rejang Lebong Kab. Rejang Lebong.

Telah selesai pelaksanaan penelitian di SMP Negeri 3 Curup Timur, dari tanggal 20 November 2025 s.d 21 Januari 2025.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Curup Timur, 07 Februari 2025  
Kepala Sekolah,  
  
ARNIWELI, S.Pd  
NIP. 19670429 199801 2 002





**PEMERINTAH KABUPATEN REJANG LEBONG**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SMP NEGERI 13 REJANG LEBONG**

Alamat Jalan Raya Curup – Lubuk Linggau Km. 14 Desa Sambirejo. Kode Pos 39153

**SURAT KETERANGAN SELESAI PENELITIAN**

NO : 421.3/ 022 / O /SMPN.13/RL/2025

Yang bertandatangan dibawah ini :

Nama : IRWAN SYARIF, S. Pd  
NIP : 19660606 198803 1 007  
Jabatan : Kepala Sekolah  
Unit Kerja : SMP. Negeri 13 Rejang Lebong  
Alamat : Jln.Raya Curup-Lubuk Linggau Km 14 Desa Sambirejo  
Kec. Selupu Rejang Kab. Rejang Lebong

Dengan ini menerangkan bahwa mahasiswa tersebut:

Nama : BETTY NURTIATI  
NIM : 20551010  
Pekerjaan : Mahasiswa  
Program Studi : Tarbiyah  
Fakultas : TBI

Benar-benar telah selesai melakukan penelitian di SMP Negeri 13 Rejang Lebong selama 2 Minggu, terhitung mulai tanggal 26 November 2024 s.d 6 Januari 2025 untuk memperoleh data dalam rangka penyusunan proposal penelitian yang berjudul “ **The Implementation Of Student – Contered Approach In Teaching Englis For Junior High Scholl Student In Rejang Lebong District** “

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Selupu Rejang, 6 Februari 2025

Kepala Sekolah,

  
  
**IRWAN SYARIF, S. Pd**  
NIP. 19660606 198803 1 007

## Observation Checklist

### The implementation student-centered approach in the Merdeka Curriculum in teaching English to their students at Middle School in Rejang Lebong

No	Indicator	Sub Indicator	Statement	Yes	No
1.	Fostering Student-Centered Learning Through Meaningful Themes	<p>1. Student Involvement in Theme Selection</p> <p>2. Implementation of Active Learning</p>	<p>1. The teacher gives students the opportunity to participate in choosing a theme or express their interest regarding the theme used.</p> <p>2. Teachers facilitate active learning activities (discussions, projects, group work) related to the theme <b>to meet the individual needs of students.</b></p>		
2.	Cultivating Intellectual Excellence through complex learning challenges	<p>1. Use of Complex Learning Challenges</p> <p>2. Systematic Problem Solving Process</p>	<p>1. The teacher invites students to analyze, evaluate, and synthesize the information in the assignment given.</p> <p><b>2. Teachers and students have opportunities to improve the topic studied in order to achieve intellectual greatness.</b></p> <p>3. The teacher guides students through a systematic problem-solving process, including planning, exploring solutions, and reflecting on results.</p> <p><b>4. Teacher provides students with opportunities to engage in deep, critical thinking and problem-solving</b></p>		
3.	Elevating Education through Critical	1. Use of Learning Tools that	1. Teachers use tools or technology that assist students in data analysis, argument		

	and Higher-Order Thinking Skills	Support Higher-Order Thinking 2. encourage the development of the critical cognitive abilities	development, and complex decision making that utilize higher-order thinking skills.  2. students are encouraged to think critically, analyze with HOTS (Higher-Order Thinking Skill) assessment, and engage in complex problem solving		
4.	Empowering Students through Autonomous Learning Journeys	1. Providing Freedom in the Learning Process 2. Personalized Learning	1. Teachers provide opportunities for students to choose topics, methods, or projects that suit their interests.  2. Teachers adapt materials and assignments to suit students' individual learning needs and styles.		
5.	Building an Inclusive and Diverse Learning Community	1. Respect for Diversity 2. Inclusive Use of Materials	1. Teachers encourage students to value and respect diverse backgrounds, cultures, and identities  2. Learning materials used in the classroom reflect cultural, linguistic, and perspective diversity.		
6.	Adapting Instruction to Diverse Learner Needs	1. Adaptation of Teaching Strategies 2. Differentiation of Learning Content	1. The teacher adjusts teaching methods and approaches according to different learning styles (visual, auditory, kinesthetic).  2. The teacher provides opportunities for students to learn and develop based on their interests and talents, with a focus on developing personalized learning paths that will allow the		



			<p>teacher to effectively implement education tailored to individual students</p> <p>2. The teacher uses content or materials that are tailored to different levels of student ability (e.g., learning materials of varying difficulty levels).</p>		
7.	Cultivating Relevance and Connection	<p>1. Relating Material to Real Life</p> <p>2. Relating Learning to Student Interests and experience</p>	<p>1. The teacher connects the learning content to real-life experiences or concrete examples that are relevant and meaningful to the students.</p> <p>2. The teacher incorporates students' personal interests or hobbies into the learning material to increase their engagement.</p>		
8.	Fostering Student Empowerment and Ownership in Education	<p>1. Providing Opportunity to Choose</p> <p>2. Student Responsibility for Learning</p>	<p>1. The teacher provides opportunities for students to choose how they learn (e.g., choosing a project, learning method, or topic).</p> <p>2. The teacher provides space for students to make decisions about their own learning process, including setting learning goals.</p>		
9.	Valuing Student Perspectives and Fostering Mutual Respect	<p>1. Providing Space for Student Expression</p> <p>2. Teaching Students to Respect Each Other</p>	<p>1. Teachers provide opportunities for students to feel acknowledged and valued by <del>to</del> speaking, sharing their thoughts, and expressing themselves freely in a safe and open environment.</p> <p>2. Teachers encourage students to respect and listen to each</p>		



			other during discussions or group work.		
10.	Empowering Student Growth through Ongoing Assessment and Personalized Feedback	<p>1. Use of Ongoing Formative Assessment</p> <p>2. Providing Personal and Constructive Feedback</p>	<p>1. Teachers routinely use formative assessments (quizzes, small assignments, discussions) to monitor students' learning progress throughout the learning process.</p> <p>2. Teachers involve students in the assessment process by asking them to do self-assessments or peer-assessments to examine their progress regularly, discover areas for development, and receive particular comments to help them advance.</p>		
11.	Ensuring Holistic Evaluation with Diverse Assessment Approaches	<p>1. Use of Various Assessment Methods</p> <p>2. Assessment of Cognitive, Affective, and Psychomotor Aspects</p>	<p>1. Teachers use various assessment methods such as written tests, observations, portfolios, presentations, projects, and peer-assessments to assess student progress.</p> <p>2. Teachers assess students holistically by considering cognitive (knowledge), affective (attitude), and psychomotor (skills) aspects.</p>		
12.	Fostering Inclusivity and Collaboration through Heterogeneous Grouping	<p>1. Formation of Diverse Groups</p> <p>2. Creation of a Supportive Environment</p>	<p>1. The teacher actively forms learning groups consisting of students with different backgrounds, abilities, and skills.</p> <p>2. The teacher creates a safe and supportive classroom environment, where all students</p>		

			feel valued and encouraged to participate.		
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Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

- The blue color words or statements mean the validator's additional point for your instrument.
- The red color means something that you need to revise or delete.

Curup, Desember 2024

Validator

Nastiti Handayani, M.Pd

## Interview Guide

### The implementation student-centered approach in the Merdeka Curriculum in teaching English to their students at middle school in Rejang Lebong

No	Indicator	SubIndicator	Questions
1.	Fostering Student-Centered Learning Through Meaningful Themes	1. Student Involvement in Theme Selection 2. Implementation of Active Learning	1. How do you choose themes that are relevant and meaningful to your students?  2. How do you adjust the implementation of themes for different abilities and learning styles of students?  <b>3. How do you tailor the learning experience to meet the individual needs of students?</b>  <b>4. How do you facilitate active learning in the implementation student-centered approach?</b>
2.	Cultivating Intellectual Excellence through complex learning challenges	1. Use of Complex Learning Challenges 2. Systematic Problem Solving Process	1. How do you select or design learning challenges that require students' critical and creative thinking?  2. How do you encourage students to become independent learners when facing complex learning challenges?  <b>3. How do you engage students in problem-solving activity?</b>
3.	Elevating Education through Critical and Higher-Order Thinking Skills	1. Use of Learning Tools that Support Higher-Order Thinking	1. What strategies do you use to encourage students to think critically

		2. encourage the development of the critical cognitive abilities	and apply higher-order thinking skills in learning?  2. How do you encourage the development of students' critical cognitive abilities?
4.	Empowering Empowering Students through Autonomous Learning Journeys	1. Providing Freedom in the Learning Process  2. Personalized Learning	1. How do you provide students with the freedom to determine the direction of their learning?  3. How do you personalize students' learning experiences to suit their individual needs, interests, and abilities?  4. What are the student's needs and interests in learning? 5. What students' learning experiences that suit their needs, interests, and abilities?
5.	Building an Inclusive and Diverse Learning Community	1. Respect for Diversity  2. Inclusive Use of Materials	1. What strategies do you use to encourage students to value cultural, linguistic, and background diversity in the classroom?  2. How do you ensure that the learning materials used reflect diversity and inclusion? 3. What learning materials do you use to reflect cultural, linguistic, and perspective diversity?

6.	Adapting Instruction to Diverse Learner Needs	<p>1. Adaptation of Teaching Strategies</p> <p>2. Differentiation of Learning Content</p>	<p>1. How do you select and use different learning media (audio, visual, kinesthetic) to meet different student needs?</p> <p>2. How do you modify or differentiate materials and tasks to suit different levels of student ability?</p> <p>3. How do you provide opportunities for students to learn and develop based on their interests and talents?</p>
7.	Cultivating Relevance and Connection	<p>1. Relating Material to Real Life</p> <p>2. Relating Learning to Student Interests and experience</p>	<p>1. How do you ensure that the learning material you teach is relevant and meaningful to the students' daily experiences or lives?</p> <p>2. How do you connect the learning to students' personal interests or hobbies to increase their engagement?</p>
8.	Fostering Student <del>Empowerment</del> Empowerment and Ownership in Education	<p>1. Providing Opportunity to Choose</p> <p>2. Student Responsibility for Learning</p>	<p>1. How do you provide opportunities for students to choose how they learn or choose the assignments they want to work on?</p> <p>2. How do you encourage students to take responsibility for their own learning progress and outcomes?</p>
9.	Valuing Student <del>Prespectives</del> Perspectives and Fostering Mutual Respect	<p>1. Providing Space for Student Expression</p> <p>2. Teaching Students to Respect Each Other</p>	<p>1. How do you provide a safe space for students to feel acknowledged and valued by expressing their thoughts or opinions without fear of being judged negatively?</p>

			2. How do you encourage students to respect and accept differences of opinion among themselves?
10.	<b>Empowering</b> <b>Empowering</b> Student Growth through Ongoing <b>Assesment</b> <b>Assessment</b> and Personalized Feedback	1. Use of Ongoing Formative Assessment  2. Providing Personal and Constructive Feedback	1. How do you use formative assessments in learning to monitor students' progress on a regular basis?  2. How do you involve students in the assessment process, such as self-assessments or peer-assessments?  <b>3. How far do self-assessments or peer-assessments help them discover areas for their development?</b>
11.	Ensuring Holistic Evaluation with Diverse <b>Assesment</b> <b>Approaches</b> <b>Assessment</b> <b>approaches</b>	1. Use of Various Assessment Methods  2. Assessment of Cognitive, Affective, and Psychomotor Aspects	1. What assessment methods do you use to evaluate student progress? Do you use a combination of written tests, projects, and observations?  2. How do you assess students holistically, covering cognitive (knowledge), affective (attitude), and psychomotor (skills) aspects?
12.	Fostering Inclusivity and Collaboration through Heterogeneous Grouping	1. Formation of Diverse Groups  2. Creation of a Supportive Environment	<b>1. What factors do you consider when grouping students?</b>  2. What collaborative learning strategies do you use to encourage cooperation within the group?  3. What steps do you take to create an inclusive and supportive classroom environment for all students?

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

- The **blue color words or statements** mean the validator's additional point for your instrument.
- The **red color** means something that you need to revise or delete.

Curup, December 2024

Validator

Nastiti Handayani, M.Pd



Dokumentasi observasi SMP N 1 Rejang Lebong







Dokumentasi Interview SMP N 1 Rejang Lebong







Dokumentasi Observasi SMP N 2 Rejang Lebong







Dokumentasi Interview SMP N 2 Rejang Lebong





Dokumentasi Observasi SMP N 3 Rejang Lebong





Dokumentasi Interview SMP N 3 Rejang Lebong





Dokumentasi Observasi SMP N 13 Rejang Lebong



Dokumentasi Interview SMP N 13 Rejang Lebong



**Transkrip wawancara SMP N 1 Rejang Lebong (Mam Dewi Shinta)**

No	Indikator	Pertanyaan	Jawaban
1.	Membina Pembelajaran yang Berpusat pada Siswa Melalui Tema- Tema yang Bermakna	1. Bagaimana Anda memilih tema yang relevan dan bermakna bagi siswa Anda?	Saya memberi judul yang berbeda dengan tema narrative teks dan membagikan kepada anak-anak, kemudian penugasan berkelompok sesuai judul yang didapat
		2. Bagaimana Anda menyesuaikan penerapan tema untuk berbagai kemampuan dan gaya belajar siswa?	Saya memberikan umpan balik yang konstruktif
		3. Bagaimana Anda menyesuaikan pengalaman belajar untuk memenuhi kebutuhan individu siswa?	Setiap pembelajaran materi dikaitkan dengan kehidupan sehari-hari
		4. Bagaimana Anda memfasilitasi pembelajaran aktif dalam pendekatan yang berpusat pada siswa?	Dengan mengarahkan siswa dalam diskusi pada proses pembelajaran dikelas
2.	Bandingkan Keunggulan Intelektual melalui Tantangan Pembelajaran yang Kompleks	1. Bagaimana Anda memilih atau merancang tantangan pembelajaran yang membutuhkan pemikiran kritis dan kreatif siswa?	Saya memberikan tugas kelompok dalam kelompok saya kasih suatu masalah , kemudian dari masalah tersebut mereka berdiskusi dengan hasil yang dipresentasikan, kemudian saya beri penugasan soal dari hasil diskusi tersebut
		2. Bagaimana Anda mendorong siswa untuk menjadi pembelajar mandiri ketika menghadapi tantangan belajar yang kompleks?	Mengarahkan pada tujuan/ jawaban dari solusi permasalahan
		3. Bagaimana Anda melibatkan siswa dalam aktivitas pemecahan masalah?	Mendiskusikan secara bersama-sama

3.	Meningkatkan Pendidikan melalui Keterampilan Berpikir Kritis dan Tingkat Tinggi	1. Strategi apa yang Anda gunakan untuk mendorong siswa berpikir kritis dan menerapkan keterampilan berpikir tingkat tinggi dalam pembelajaran?	Saya memberikan pengugasan secara berkelompok, dalam kelompok terdapat pendapatnya masing-masing nah dari situ yang saya pantau saat mereka memberikan pendapat dan bekerja sama
		2. Bagaimana Anda mendorong pengembangan kemampuan kognitif kritis siswa ?	Dengan mendorong mereka untuk bertanya dan mencari jawaban
		3. Bagaimana Anda melibatkan siswa dalam tugas proyek tingkat lanjut?	Saya tidak menggunakan tugas proyek
		4. Lingkungan belajar seperti apa yang telah Anda ciptakan yang menumbuhkan keterampilan berpikir kritis dan tingkat tinggi?	Diskusi Kelompok
4.	Memberdayakan Siswa melalui Perjalanan Pembelajaran Mandiri	1. Bagaimana Anda memberikan kebebasan kepada siswa untuk menentukan arah pembelajaran mereka?	Dengan memberi tahu Siswa bahwa mereka harus menjadi pembelajar mandiri, meningkatkan keterampilan dan pengetahuan mereka dengan cara yang mereka sukai
		2. Bagaimana Anda mempersonalisasi pengalaman belajar siswa agar sesuai dengan kebutuhan, minat, dan kemampuan individu mereka?	Sering mengaitkan materi dengan kegiatan rutin sehari hari
		3. Apa kebutuhan dan minat siswa dalam belajar?	Selalu memberikan motivasi pada akhir pembelajaran
		4. Pengalaman belajar siswa apa yang sesuai dengan kebutuhan, minat, dan kemampuan mereka?	Diskusi untuk berbagi ide dan pengalaman, yang dapat meningkatkan keterlibatan dan memperkaya pemahaman mereka.



5.	Membangun Komunitas Pembelajaran yang Inklusif dan Beragam	1. Strategi apa yang Anda gunakan untuk mendorong siswa menghargai keberagaman budaya, bahasa, dan latar belakang di kelas?	Yang pertama saya menggunakan bahasa indonesia meskipun mata pelajaran yang saya ampuh adalah bahasa inggris, bahwa dalam dunia pendidikan bahasa indonesia itu yang utama. Karena kita guru bahasa inggris maka diselipkan bahasa inggris, jika dalam proses ada penggunaan bahasa daerah itu tidak masalah
		2. Bagaimana Anda memastikan bahwa materi pembelajaran yang digunakan mencerminkan keberagaman dan inklusi?	Dengan kerja kelompok
		3. Materi pembelajaran apa yang Anda gunakan untuk mencerminkan keberagaman budaya, bahasa, dan perspektif?	Sesuai Modul ajar
6.	Menyesuaikan Instruksi dengan Berbagai Kebutuhan Pembelajaran	1. Bagaimana Anda memilih dan menggunakan media pembelajaran yang berbeda (audio, visual, kinestetik) untuk memenuhi kebutuhan siswa yang berbeda?	Pada awal pembelajaran saya memberikan audio listening kepada siswa untuk sebagai pemantik dan melatih konsentrasi sebelum memulai materi pembelajaran
		2. Bagaimana Anda memodifikasi atau membedakan materi dan tugas agar sesuai dengan berbagai tingkat kemampuan siswa?	Pemberian tugas yang berbeda pada setiap kelompok
		3. Bagaimana Anda memberikan kesempatan kepada siswa untuk belajar dan berkembang berdasarkan minat dan bakat mereka?	Memberikan tugas individu sesuai materi pembelajaran
7.	Membangun Relevansi dan Koneksi	1. Bagaimana Anda memastikan bahwa materi pembelajaran yang Anda ajarkan relevan dan bermakna? dengan pengalaman atau kehidupan sehari-hari siswa?	Bagaimana menjadi orang yang baik, aktif di mana pun berada, membangun komunikasi yang baik dengan orang lain di sekitar.

		2. Bagaimana Anda menghubungkan pembelajaran dengan minat atau hobi pribadi siswa untuk meningkatkan keterlibatan mereka?	Jarang atau bisa dikatakan susah kalo mau untuk mengikuti minat siswa
8.	Membina Pemberdayaan dan Kepemilikan dalam Pendidikan	1. Bagaimana Anda memberikan kesempatan kepada siswa untuk memilih cara mereka belajar atau memilih tugas yang ingin mereka kerjakan?	Sesuai instruksi yang saya berikan
		2. Bagaimana Anda mendorong siswa untuk bertanggung jawab terhadap kemajuan dan hasil belajar mereka sendiri ?	Pemberian Tugas / PR
9.	Menghargai Perspektif dan Membina Rasa Saling Menghormati	1. Bagaimana Anda menyediakan ruang aman bagi siswa untuk merasa diakui dan dihargai dengan mengungkapkan pikiran dan pendapat mereka tanpa takut dihakimi secara negatif?	Saya memperhatikan kebiasaan siswa di kelas saya, bagaimana keseharian mereka, kemudian perlahan mulai memotivasi siswa dengan berbagai metode pembelajaran.
		2. Bagaimana Anda mendorong siswa untuk menghormati dan menerima perbedaan pendapat di antara mereka sendiri?	Saling menghargai satu sama lain didalam kelas
10.	Memberdayakan Pertumbuhan Siswa melalui Penilaian dan Umpan Balik yang Dipersonalisasi	1. Bagaimana Anda menggunakan penilaian formatif dalam pembelajaran untuk menjaga kemajuan siswa secara teratur?	Penugasan yang terdapat dalam kelompok namun penilaian tetap individu
		2. Bagaimana Anda melibatkan siswa dalam proses penilaian, seperti penilaian diri sendiri atau penilaian teman sejawat?	Saya tidak menggunakan penilaian sejawat
		3. Sejauh mana penilaian diri dan penilaian rekan membantu mereka menemukan area untuk pengembangan mereka?	-
11.	Menolak Evaluasi	1. Metode penilaian apa yang Anda gunakan untuk kemajuan siswa? Apakah Anda	Penilaian dilakukan sesuai dengan modul terbuka yang saya buat, dari berbagai aspek.

	Holistik dengan Pendekatan Penilaian	menggunakan kombinasi tes tertulis, proyek, dan observasi?	
		2. Bagaimana Anda menilai siswa secara holistik, meliputi aspek kognitif (pengetahuan), afektif (sikap), dan psikomotorik (keterampilan)?	Mengevaluasi terhadap kemajuan belajar siswa, pada nilai akhir digabung menjadi satu dengan berbagai pertimbangan
12.	Membina Inklusivitas dan Kolaborasi melalui Pengelompokan Heterogen	1. Faktor apa saja yang Anda khawatirkan saat mengelompokkan siswa?	Tidak melihat dari faktor apapun, pemilihan kelompok saya bentuk secara acak
		2. Strategi pembelajaran kolaboratif apa yang Anda gunakan untuk mendorong kerja sama dalam kelompok?	Seperti Cooperative learning dalam diskusi setiap materi yang memungkinkan untuk dikerjakan secara berkelompok
		3. Langkah apa yang Anda ambil untuk menciptakan lingkungan kelas yang inklusif dan mendukung semua siswa?	Setiap siswa harus diberi tugas” dan “Sifat inklusif dari proyek dan kegiatan kelompok memungkinkan siswa untuk menawarkan bakat dan sudut pandang mereka sendiri.

### Transkrip wawancara SMP N 2 Rejang Lebong

No	Indikator	Pertanyaan	Jawaban
1.	Membina Pembelajaran yang Berpusat pada Siswa Melalui Tema- Tema yang Bermakna	1. Bagaimana Anda memilih tema yang relevan dan bermakna bagi siswa Anda?	Saya tidak langsung menanyakan kepada siswa dalam pemilihan tema dalam pembelajaran karena rumit dan akan membutuhkan waktu yang panjang, jadi dalam pemilihan tema disini saya menggunakan kocok regu seperti sistem arisan yang didalamnya berisi materi yang akan di diskusikan.
		2. Bagaimana Anda menyesuaikan penerapan tema untuk berbagai kemampuan dan gaya belajar siswa?	Melihatnya dengan pemahaman materi yang saya ajarkan dengan penugasan diskusi kelompok
		3. Bagaimana Anda menyesuaikan pengalaman belajar untuk memenuhi kebutuhan individu siswa?	Saya kaitkan pembahasan dengan kehidupan sehari-hari dan memberi tugas individu
		4. Bagaimana Anda memfasilitasi pembelajaran aktif dalam pendekatan yang berpusat pada siswa?	Seperti sistem kocok regu
2.	Bandingkan Keunggulan Intelektual melalui Tantangan	1. Bagaimana Anda memilih atau merancang tantangan pembelajaran yang membutuhkan pemikiran kritis dan kreatif siswa?	Saya terima pertanyaan mencakup masalah pada materi yang diajarkan kemudian disajikan dalam bentuk diskusi kelompok
		2. Bagaimana Anda mendorong siswa untuk menjadi pembelajar mandiri ketika menghadapi tantangan belajar yang kompleks?	Saya mendorong siswa untuk menjadi pembelajar mandiri dengan memberikan kesempatan untuk membuat keputusan atau menjawab dan bertanggung jawab atas pembelajarannya



	Pembelajaran yang Kompleks	3. Bagaimana Anda melibatkan siswa dalam aktivitas pemecahan masalah?	Saya melibatkan siswa dalam aktivitas pemecahan masalah dengan memberikan kesempatan untuk menganalisis masalah, mengembangkan solusi, dan mengevaluasi hasil
3.	Meningkatkan Pendidikan melalui Keterampilan Berpikir Kritis dan Tingkat Tinggi	1. Strategi apa yang Anda gunakan untuk mendorong siswa berpikir kritis dan menerapkan keterampilan berpikir tingkat tinggi dalam pembelajaran?	“Dengan menerapkan model dan metode pembelajaran interaktif sesuai dengan topik pembelajaran yang akan diajarkan di kelas, model dan metode pembelajaran dirancang sesuai dengan kemampuan awal dan rasa ingin tahu siswa”
		2. Bagaimana Anda mendorong pengembangan kemampuan kognitif kritis siswa ?	Saya mendorong siswa untuk berpikir kritis dan kreatif dengan memberikan kesempatan untuk mengembangkan ide dan solusi yang inovatif dan kreatif.
		3. Bagaimana Anda melibatkan siswa dalam tugas proyek tingkat lanjut?	ntuk sementara ini belum ada proyek tingkat lanjut
		4. Lingkungan belajar seperti apa yang telah Anda ciptakan yang menumbuhkan keterampilan berpikir kritis dan tingkat tinggi?	Saya menggunakan strategi pembelajaran yang berorientasi pada keterampilan berpikir tingkat tinggi, seperti diskusi kelompok, dan pembelajaran mandiri.
4.	Memberdayakan Siswa melalui Perjalanan Pembelajaran Mandiri	1. Bagaimana Anda memberikan kebebasan kepada siswa untuk menentukan arah pembelajaran mereka?	Tidak terlalu bebas, semua pada instruksi saya
		2. Bagaimana Anda mempersonalisasi pengalaman belajar siswa agar sesuai dengan kebutuhan, minat, dan kemampuan individu mereka?	Saya mempersonalisasi pengalaman belajar siswa dengan mempertimbangkan minat, kebutuhan, dan tingkat kemampuan mereka
		3. Apa kebutuhan dan minat siswa dalam belajar?	Yang pastinya siswa harus mengerti pada materi yang diajarkan

		4. Pengalaman belajar siswa apa yang sesuai dengan kebutuhan, minat, dan kemampuan mereka?	Hal ini dilakukan dengan cara: Membiasakan diri melakukan penilaian sejawat, membimbing dan membimbing siswa dalam belajar, menerima variasi gaya belajar dalam kegiatan belajar mengajar di kelas, memberikan nilai sebagai umpan balik, melakukan refleksi bersama.
5.	Membangun Komunitas Pembelajaran yang Inklusif dan Beragam	1. Strategi apa yang Anda gunakan untuk mendorong siswa menghargai keberagaman budaya, bahasa, dan latar belakang di kelas?	“Dalam proses pembelajaran saya sering mengingatkan tentang akhlak dalam keberagaman dikelas, saling menghormati dengan guru teman disekolah agar pembelajaran itu tercipta keberagaman yang bersatu”
		2. Bagaimana Anda memastikan bahwa materi pembelajaran yang digunakan mencerminkan keberagaman dan inklusi?	Biasanya dalam diskusi kelompok itu memberikan kesempatan siswa untuk berbagi ide dan pendapat dengan siswa lain
		3. Materi pembelajaran apa yang Anda gunakan untuk mencerminkan keberagaman budaya, bahasa, dan perspektif?	Saya memastikan bahwa materi pembelajaran mencerminkan keberagaman dan inklusi dengan menggunakan sumber daya yang beragam dan representatif.
6.	Menyesuaikan Instruksi dengan Berbagai Kebutuhan Pembelajar	1. Bagaimana Anda memilih dan menggunakan media pembelajaran yang berbeda (audio, visual, kinestetik) untuk memenuhi kebutuhan siswa yang berbeda?	“Saya memberikan tugas kepada siswa untuk membawa jam dinding yang ada dirumahnya sebagai sarana untuk bahan praktek dikelas dalam pemahaman materi”
		2. Bagaimana Anda memodifikasi atau membedakan materi dan tugas agar sesuai dengan berbagai tingkat kemampuan siswa?	Dengan memberikan penghargaan ketika mereka benar dan memberikan solusi ketika mereka merasa kesulitan
		3. Bagaimana Anda memberikan kesempatan kepada siswa untuk belajar dan berkembang berdasarkan minat dan bakat mereka?	Dengan memberikan kesempatan kepada siswa untuk mengajukan pendapat yang berbeda dengan yang lain tanpa menjatuhkan

7.	Membangun Relevansi dan Koneksi	1. Bagaimana Anda memastikan bahwa materi pembelajaran yang Anda ajarkan relevan dan bermakna? dengan pengalaman atau kehidupan sehari-hari siswa?	“Saya memberikan pemahaman materi dengan memadukan pada kegiatan sehari-hari yang sering dilakukan”
		2. Bagaimana Anda menghubungkan pembelajaran dengan minat atau hobi pribadi siswa untuk meningkatkan keterlibatan mereka?	Dengan mempresentasikan kedepan
8.	Membina Pemberdayaan dan Kepemilikan dalam Pendidikan	1. Bagaimana Anda memberikan kesempatan kepada siswa untuk memilih cara mereka belajar atau memilih tugas yang ingin mereka kerjakan?	Saya Berikan penghargaan atas usaha, kemajuan, dan pencapaian siswa, baik secara individu maupun kelompok.
		2. Bagaimana Anda mendorong siswa untuk bertanggung jawab terhadap kemajuan dan hasil belajar mereka sendiri ?	Pemberian tugas setelah selesai pembelajaran
9.	Menghargai Perspektif dan Membina Rasa Saling Menghormati	1. Bagaimana Anda menyediakan ruang aman bagi siswa untuk merasa diakui dan dihargai dengan mengungkapkan pikiran dan pendapat mereka tanpa takut dihakimi secara negatif?	Saya sering kali secara acak menunjuk pada pendapat siswa mengenai pemahaman mereka dan pendapat mengenai materi yang telah diajarkan.
		2. Bagaimana Anda mendorong siswa untuk menghormati dan menerima perbedaan pendapat di antara mereka sendiri?	Dengan memberikan kesempatan kepada siswa untuk mengajukan pendapat yang berbeda dengan yang lain tanpa menjatuhkan
10.	Memberdayakan Pertumbuhan Siswa melalui Penilaian dan Umpan Balik	1. Bagaimana Anda menggunakan penilaian formatif dalam pembelajaran untuk menjaga kemajuan siswa secara teratur?	Dengan menilai sesuai modul yaitu penilaian individu” dan “Dengan memeriksa kemampuan satu persatu”.
		2. Bagaimana Anda melibatkan siswa dalam proses penilaian, seperti penilaian diri sendiri atau penilaian teman sejawat?	Pada saat pengoreksian tugas, saya beri mereka untuk saling bertukar pendapat

	yang Dipersonalisasi	3. Sejauh mana penilaian diri dan penilaian rekan membantu mereka menemukan area untuk pengembangan mereka?	Pengembangan tetap dari arahan instruksi dari saya
11.	Menolak Evaluasi Holistik dengan Pendekatan Penilaian	1. Metode penilaian apa yang Anda gunakan untuk kemajuan siswa? Apakah Anda menggunakan kombinasi tes tertulis, proyek, dan observasi?	“dari sisi keterampilan, keterampilan, dan sikap”.
		2. Bagaimana Anda menilai siswa secara holistik, meliputi aspek kognitif (pengetahuan), afektif (sikap), dan psikomotorik (keterampilan)?	Menilai dari kegiatan berkelompok maupun individu
12.	Membina Inklusivitas dan Kolaborasi melalui Pengelompokan Heterogen	1. Faktor apa saja yang Anda khawatirkan saat mengelompokkan siswa?	Dalam mengelompokkan siswa saya memilih secara acak agar siswa lebih kondusif dalam mengembangkan kemampuan mereka sendiri
		2. Strategi pembelajaran kolaboratif apa yang Anda gunakan untuk mendorong kerja sama dalam kelompok?	Dengan cara memperbanyak tugas kelompok dan mengurangi nilai bagi siswa yang tidak aktif dalam kelompok
		3. Langkah apa yang Anda ambil untuk menciptakan lingkungan kelas yang inklusif dan mendukung semua siswa?	Memantau atau mendampingi proses belajar kelompok secara berkala

### Transkrip Wawancara SMP N 3 Rejang Lebong

No	Indikator	Pertanyaan	Jawaban
1.	Membina Pembelajaran yang Berpusat pada Siswa Melalui Tema-Tema yang Bermakna	1. Bagaimana Anda memilih tema yang relevan dan bermakna bagi siswa Anda?	Untuk pemilihan tema itu kan sudah ada dari silabus atau modul terbuka tapi kita menyesuaikan juga dengan minat sama kemampuan siswa , jadi kalau siswanya minat dan mampu , belajar pasti menyenangkan
		2. Bagaimana Anda menyesuaikan penerapan tema untuk berbagai kemampuan dan gaya belajar siswa?	Menyesuaikan juga dengan minat sama kemampuan siswa , jadi kalau siswanya minat dan mampu , belajar pasti menyenangkan
		3. Bagaimana Anda menyesuaikan pengalaman belajar untuk memenuhi kebutuhan individu siswa?	Saya menyesuaikan pengalaman belajar untuk memenuhi kebutuhan individu siswa dengan memberikan pilihan dan fleksibilitas dalam pembelajaran.
		4. Bagaimana Anda memfasilitasi pembelajaran aktif dalam pendekatan yang berpusat pada siswa?	Saya memfasilitasi pembelajaran aktif dengan menggunakan metode pembelajaran seperti diskusi kelompok, dan pembelajaran mandiri.
2.	Bandingkan Keunggulan Intelektual melalui Tantangan Pembelajaran yang Kompleks	1. Bagaimana Anda memilih atau merancang tantangan pembelajaran yang membutuhkan pemikiran kritis dan kreatif siswa?	Saya merancang tantangan yang memungkinkan siswa bekerja dalam kelompok untuk berbagi ide, menganalisis, dan memberikan umpan balik
		2. Bagaimana Anda mendorong siswa untuk menjadi pembelajar mandiri ketika menghadapi tantangan belajar yang kompleks?	Dengan memberikan pertanyaan <sup>2</sup> mulai dari yang basic sampai ke hard.

		3. Bagaimana Anda melibatkan siswa dalam aktivitas pemecahan masalah?	Dengan memberikan pertanyaan <sup>2</sup> yang berkaitan dengan kepribadian siswa, seperti contoh pada materi teks prosedur, guru bisa meminta siswa untuk membuat makanan favorit, dll.
3.	Meningkatkan Pendidikan melalui Keterampilan Berpikir Kritis dan Tingkat Tinggi	1. Strategi apa yang Anda gunakan untuk mendorong siswa berpikir kritis dan menerapkan keterampilan berpikir tingkat tinggi dalam pembelajaran?	Saya memberikan pertanyaan terbuka untuk mengetahui latar belakang pengetahuan tentang tema yang akan dipelajari kemudian dikaitkan dengan kehidupan mereka sehari-hari
		2. Bagaimana Anda mendorong pengembangan kemampuan kognitif kritis siswa ?	Dengan memberikan contoh-contoh yang berkaitan dengan pengalaman siswa
		3. Bagaimana Anda melibatkan siswa dalam tugas proyek tingkat lanjut?	Belum saya rancang untuk proyek tingkat lanjut.
		4. Lingkungan belajar seperti apa yang telah Anda ciptakan yang menumbuhkan keterampilan berpikir kritis dan tingkat tinggi?	engan menggunakan game, sehingga menghindari kebosanan saat pembelajaran.
4.	Memberdayakan Siswa melalui Perjalanan Pembelajaran Mandiri	1. Bagaimana Anda memberikan kebebasan kepada siswa untuk menentukan arah pembelajaran mereka?	Mulailah pembelajaran dengan pertanyaan terbuka atau masalah, kemudian dorong siswa untuk menentukan langkah-langkah eksplorasi mereka sendiri.
		2. Bagaimana Anda mempersonalisasi pengalaman belajar siswa agar sesuai dengan kebutuhan, minat, dan kemampuan individu mereka?	Pemberian tugas secara individu
		3. Apa kebutuhan dan minat siswa dalam belajar?	Siswa membutuhkan perangkat dan fasilitas belajar yang memadai

		4. Pengalaman belajar siswa apa yang sesuai dengan kebutuhan, minat, dan kemampuan mereka?	Pada materi teks prosedur, siswa benar <sup>2</sup> memahami materi dan menguasai apa saja yang telah guru terapkan
5.	Membangun Komunitas Pembelajaran yang Inklusif dan Beragam	1. Strategi apa yang Anda gunakan untuk mendorong siswa menghargai keberagaman budaya, bahasa, dan latar belakang di kelas?	Karena anak-anak itu majemuk jadi saya menggunakan strategi pembelajaran sesuai tema kadang berkelompok kadang individu
		2. Bagaimana Anda memastikan bahwa materi pembelajaran yang digunakan mencerminkan keberagaman dan inklusi?	Dengan memberikan penegasan kepada siswa bahwa dalam menjawab pertanyaan tidak boleh ada unsur bullying, seperti contoh, materi bagian tubuh, siswa A berkulit Hitam, namun teman sebangkunya menuliskan bahwa siswa A Dekil, hal tersebut termasuk ke dalam unsur bullying jadi, guru harus mengantisipasi terjadinya hal tersebut.
		3. Materi pembelajaran apa yang Anda gunakan untuk mencerminkan keberagaman budaya, bahasa, dan perspektif?	Seperti teks prosedur
6.	Menyesuaikan Instruksi dengan Berbagai Kebutuhan Pembelajar	1. Bagaimana Anda memilih dan menggunakan media pembelajaran yang berbeda (audio, visual, kinestetik) untuk memenuhi kebutuhan siswa yang berbeda?	Saya meminta mereka untuk mencari pelajaran dari berbagai sumber, mengerjakan sendiri setiap pekerjaan rumah, dan menuliskan setiap materi yang dijelaskan oleh guru.
		2. Bagaimana Anda memodifikasi atau membedakan materi dan tugas agar sesuai dengan berbagai tingkat kemampuan siswa?	Memberikan pilihan kepada siswa, contoh saat guru memberikan soal yang sudah tertera di LKS atau buku panduan namun siswa A tidak mau mengerjakannya, maka guru bisa menggantinya dengan tugas yang lain, seperti mengganti soal tersebut dengan Vocabulary sesuai dengan materi pembelajaran.
		3. Bagaimana Anda memberikan kesempatan kepada siswa untuk belajar dan berkembang berdasarkan minat dan bakat mereka?	

7.	Membangun Relevansi dan Koneksi	1. Bagaimana Anda memastikan bahwa materi pembelajaran yang Anda ajarkan relevan dan bermakna? dengan pengalaman atau kehidupan sehari-hari siswa?	Saya selalu membahas materi pembelajaran dengan kehidupan nyata agar terciptanya daya ingat siswa terhadap pembelajaran
		2. Bagaimana Anda menghubungkan pembelajaran dengan minat atau hobi pribadi siswa untuk meningkatkan keterlibatan mereka?	Dengan memberikan pertanyaan diakhir pembelajaran
8.	Membina Pemberdayaan dan Kepemilikan dalam Pendidikan	1. Bagaimana Anda memberikan kesempatan kepada siswa untuk memilih cara mereka belajar atau memilih tugas yang ingin mereka kerjakan?	Saya mengajak siswa secara rutin melakukan refleksi terhadap proses dan hasil belajar mereka melalui jurnal belajar, berdiskusi, atau pertanyaan reflektif , seperti : Apa yang sudah kamu pelajari hari ini ? , Apa Tantangan yang kamu hadapi hadapi , dan bagaimana kamu mengatasinya ? , Apa langkah selanjutnya untuk mencapai tujuanmu ?
		2. Bagaimana Anda mendorong siswa untuk bertanggung jawab terhadap kemajuan dan hasil belajar mereka sendiri ?	Dengan menyampaikan hasil tugas kemudian memberikan penjelasan terhadap hasil yg mereka temui
9.	Menghargai Perspektif dan Membina Rasa Saling Menghormati	1. Bagaimana Anda menyediakan ruang aman bagi siswa untuk merasa diakui dan dihargai dengan mengungkapkan pikiran dan pendapat mereka tanpa takut dihakimi secara negatif? 2. Bagaimana Anda mendorong siswa untuk menghormati dan menerima perbedaan pendapat di antara mereka sendiri?	Membangun Hubungan yang Hangat dan Terbuka, dengan menciptakan hubungan positif dengan siswa menunjukkan empati , perhatian , dan penghargaan terhadap setiap individu menjadi pendengar yang aktif kompilasi siswa berbicara , tanpa menyela atau menghakimi
10.	Memberdayakan Pertumbuhan Siswa melalui	1. Bagaimana Anda menggunakan penilaian formatif dalam pembelajaran untuk menjaga kemajuan siswa secara teratur?	Kuis yang saya beri, memberikan ruang untuk semua siswa dalam memperebutkan nilai dalam peluang yang akan didapat



	Penilaian dan Umpan Balik yang Dipersonalisasi	2. Bagaimana Anda melibatkan siswa dalam proses penilaian, seperti penilaian diri sendiri atau penilaian teman sejawat?	Dengan memberikan tugas yang harus di kerjakan perindividu maupun berkelompok
		3. Sejauh mana penilaian diri dan penilaian rekan membantu mereka menemukan area untuk pengembangan mereka?	Sejauh ini berkembang dengan bagus
11.	Menolak Evaluasi Holistik dengan Pendekatan Penilaian	1. Metode penilaian apa yang Anda gunakan untuk kemajuan siswa? Apakah Anda menggunakan kombinasi tes tertulis, proyek, dan observasi?	Saya menggunakan Observasi dan tes tertulis pada penilaian dikelas, pada penilaian akhir saya gabungkan dari kognitif afektif dan psikomotorik siswa
		2. Bagaimana Anda menilai siswa secara holistik, meliputi aspek kognitif (pengetahuan), afektif (sikap), dan psikomotorik (keterampilan)?	Menilai siswa dengan cara melihat bagaimana mereka menyelesaikan masalah dalam berkelompok
12.	Membina Inklusivitas dan Kolaborasi melalui Pengelompokan Heterogen	1. Faktor apa saja yang Anda khawatirkan saat mengelompokkan siswa?	Saya meminta siswa untuk menerjemahkan bersama-sama teks yang telah dibacanya
		2. Strategi pembelajaran kolaboratif apa yang Anda gunakan untuk mendorong kerja sama dalam kelompok?	Dengan memberikan tugas yang harus di selesaikan dengan kerjasama dalam sebuah kelompok
		3. Langkah apa yang Anda ambil untuk menciptakan lingkungan kelas yang inklusif dan mendukung semua siswa?	Lingkungan kelas yang baik di mulai dari cara kita memahami sifat maupun karakter siswa

### Transkrip Wawancara SMP N 13 Rejang Lebong

No	Indikator	Pertanyaan	Jawaban
1.	Membina Pembelajaran yang Berpusat pada Siswa Melalui Tema-Tema yang Bermakna	1. Bagaimana Anda memilih tema yang relevan dan bermakna bagi siswa Anda?	Saya sering menggunakan kelompok pembelajaran atau pembelajaran kooperatif, di mana saya melibatkan siswa dalam percakapan kelompok sambil mempertimbangkan berbagai sudut pandang mengenai inklusi. Pemilihan tema dipandu oleh penilaian reguler, dan umpan balik siswa membuat kelas tetap hidup
		2. Bagaimana Anda menyesuaikan penerapan tema untuk berbagai kemampuan dan gaya belajar siswa?	Untuk menyesuaikan biasanya saya mengikuti panduan buku
		3. Bagaimana Anda menyesuaikan pengalaman belajar untuk memenuhi kebutuhan individu siswa?	Saya membuat rencana pembelajaran yang fleksibel dan Menggunakan metode pembelajaran yang beragam
		4. Bagaimana Anda memfasilitasi pembelajaran aktif dalam pendekatan yang berpusat pada siswa?	Mendorong siswa untuk berpartisipasi aktif dan Memberikan kesempatan kepada siswa untuk membuat keputusan
2.	Bandingkan Keunggulan Intelektual melalui Tantangan	1. Bagaimana Anda memilih atau merancang tantangan pembelajaran yang membutuhkan pemikiran kritis dan kreatif siswa?	Siswa harus lebih percaya diri dalam belajar bahasa Inggris, khususnya siswa SMP. Meskipun saya melakukan kegiatan analisis teks, saya tetap fokus untuk membangun keberanian mereka berbicara

	Pembelajaran yang Kompleks	2. Bagaimana Anda mendorong siswa untuk menjadi pembelajar mandiri ketika menghadapi tantangan belajar yang kompleks?	Dengan menggunakan game teka teki yang dapat membantu siswa aktif dan kreatif.
		3. Bagaimana Anda melibatkan siswa dalam aktivitas pemecahan masalah?	Saya akan memberikan mereka kasus atau masalah nyata untuk dipecahkan.
3.	Meningkatkan Pendidikan melalui Keterampilan Berpikir Kritis dan Tingkat Tinggi	1. Strategi apa yang Anda gunakan untuk mendorong siswa berpikir kritis dan menerapkan keterampilan berpikir tingkat tinggi dalam pembelajaran?	Saya membanggunya dengan sering mengajukan pertanyaan dan mendiskusikan segala hal di kelas, bukan hanya objek yang kita pelajari.
		2. Bagaimana Anda mendorong pengembangan kemampuan kognitif kritis siswa ?	Saya akan memberikan tugas yang membutuhkan analisis dan evaluasi. Sehingga mereka akan berfikir lebih baik
4.	Memberdayakan Siswa melalui Perjalanan Pembelajaran Mandiri	1. Bagaimana Anda memberikan kebebasan kepada siswa untuk menentukan arah pembelajaran mereka?	Ajak siswa untuk melakukan refleksi tentang apa yang mereka pelajari dan bagaimana mereka dapat mengembangkan diri. Sediakan waktu bagi mereka untuk menetapkan tujuan belajar pribadi yang realistis
		2. Bagaimana Anda mempersonalisasi pengalaman belajar siswa agar sesuai dengan kebutuhan, minat, dan kemampuan individu mereka?	Pertama saya akan mengenali siswa secara individu untuk mengetahui kemampuan mereka
		3. Apa kebutuhan dan minat siswa dalam belajar?	Biasanya siswa akan merasa senang jika Lingkungan belajarnya nyaman

		4. Pengalaman belajar siswa apa yang sesuai dengan kebutuhan, minat, dan kemampuan mereka?	Pembelajaran yang memungkinkan siswa untuk mendapatkan umpan balik dan evaluasi yang konstruktif.
5.	Membangun Komunitas Pembelajaran yang Inklusif dan Beragam	1. Strategi apa yang Anda gunakan untuk mendorong siswa menghargai keberagaman budaya, bahasa, dan latar belakang di kelas?	Saya membuat sitem kerja kelompok pada materi tertentu, pemilihan kelompok secara acak agar tidak terjadi iri sesama siswa dikelas
		2. Bagaimana Anda memastikan bahwa materi pembelajaran yang digunakan mencerminkan keberagaman dan inklusi?	Dengan mengaitkan materi yang mencakup berbagai perspektif dan pengalaman
		3. Materi pembelajaran apa yang Anda gunakan untuk mencerminkan keberagaman budaya, bahasa, dan perspektif?	Sesuai Modul Ajar
6.	Menyesuaikan Instruksi dengan Berbagai Kebutuhan Pembelajar	1. Bagaimana Anda memilih dan menggunakan media pembelajaran yang berbeda (audio, visual, kinestetik) untuk memenuhi kebutuhan siswa yang berbeda?	Kenali gaya belajar siswa terlebih dahulu kemudian memilih media yang sesuai misal media visual
		2. Bagaimana Anda memodifikasi atau membedakan materi dan tugas agar sesuai dengan berbagai tingkat kemampuan siswa?	Biasanya saya membuat tugas yang berkaitan dengan materi
		3. Bagaimana Anda memberikan kesempatan kepada siswa untuk belajar dan berkembang berdasarkan minat dan bakat mereka?	Secara berkelompok

7.	Membangun Relevansi dan Koneksi	1. Bagaimana Anda memastikan bahwa materi pembelajaran yang Anda ajarkan relevan dan bermakna? dengan pengalaman atau kehidupan sehari-hari siswa?	Dengan memastikan materi pembelajaran sesuai dengan tujuan pembelajaran
		2. Bagaimana Anda menghubungkan pembelajaran dengan minat atau hobi pribadi siswa untuk meningkatkan keterlibatan mereka?	Amati kegiatan siswa. Kemudian buat diskusi dan tanya jawab
8.	Membina Pemberdayaan dan Kepemilikan dalam Pendidikan	1. Bagaimana Anda memberikan kesempatan kepada siswa untuk memilih cara mereka belajar atau memilih tugas yang ingin mereka kerjakan?	Saya membimbing dengan Pertanyaan dan Dukungan , Tidak Memberikan Jawaban
		2. Bagaimana Anda mendorong siswa untuk bertanggung jawab terhadap kemajuan dan hasil belajar mereka sendiri ?	Dengan memberikan tugas tambahan
9.	Menghargai Perspektif dan Membina Rasa Saling Menghormati	1. Bagaimana Anda menyediakan ruang aman bagi siswa untuk merasa diakui dan dihargai dengan mengungkapkan pikiran dan pendapat mereka tanpa takut dihakimi secara negatif?	Memberikan Contoh Sikap Terbuka, Katakan kepada siswa bagaimana menerima pendapat yang berbeda . Jika mereka mengajukan ide yang berbeda , responlah dengan rasa ingin tahu , bukan penghakiman
		2. Bagaimana Anda mendorong siswa untuk menghormati dan menerima perbedaan pendapat di antara mereka sendiri?	Dilihat dari cara mereka saat berdiskusi antar kelompok
10.	Memberdayakan Pertumbuhan Siswa melalui	1. Bagaimana Anda menggunakan penilaian formatif dalam pembelajaran untuk menjaga kemajuan siswa secara teratur?	Dengan menghargai mereka” dan “dengan kemajuan pemahaman siswa

	Penilaian dan Umpan Balik yang Dipersonalisasi	2. Bagaimana Anda melibatkan siswa dalam proses penilaian, seperti penilaian diri sendiri atau penilaian teman sejawat?	Membuat grup diskusi
		3. Sejauh mana penilaian diri dan penilaian rekan membantu mereka menemukan area untuk pengembangan mereka?	Mungkin tidak jauh berbeda, hanya menambah semangat mereka untuk mendapatkan nilai yang mereka inginkan
11.	Menolak Evaluasi Holistik dengan Pendekatan Penilaian	1. Metode penilaian apa yang Anda gunakan untuk kemajuan siswa? Apakah Anda menggunakan kombinasi tes tertulis, proyek, dan observasi?	Saya menggunakan Observasi pada penilaian, selain pada tes tertulis observasi meliputi nilai sikap, pengetahuan dan keterampilan siswa dikelas
		2. Bagaimana Anda menilai siswa secara holistik, meliputi aspek kognitif (pengetahuan), afektif (sikap), dan psikomotorik (keterampilan)?	Penilaian saya lihat dari segi mereka belajar dan digabung menjadi satu pada penilaian akhir dengan berbagai pertimbangan
12.	Membina Inklusivitas dan Kolaborasi melalui Pengelompokan Heterogen	1. Faktor apa saja yang Anda khawatirkan saat mengelompokkan siswa?	Secara acak
		2. Strategi pembelajaran kolaboratif apa yang Anda gunakan untuk mendorong kerja sama dalam kelompok?	Diskusi tugas
		3. Langkah apa yang Anda ambil untuk menciptakan lingkungan kelas yang inklusif dan mendukung semua siswa?	Pembelajaran yang membangkitkan keaktifan siswa,

## BIOGRAPHY



Betty Nurtiati was born on June 15<sup>th</sup>, 2002. She is the first of two children, the daughter of Mr. Marminto and Mrs. Siti Mariyam. She finished her elementary school at SD Negeri 22 Rejang Lebong on 2014, then continued to Junior High School at SMP Negeri 13 Rejang Lebong and graduated in 2017. Her senior high school was completed at SMK Negeri 7 Rejang Lebong and graduated in 2020. Alhamdulillah all of her education was passed successfully. In 2020, the author was accepted at the Curup State Islamic Institute for the English Tadris Study Program, Faculty of Tarbiyah. This thesis was prepared as one of the requirements for obtaining a Bachelor of Education (S.Pd.) degree. The author hopes that this scientific work can contribute to the development of English learning strategies in secondary schools.

Thanks to the guidance and help of Allah SWT, the efforts and prayers of my parents accompanied the academic journey at the Curup State Islamic Institute Of Curup, Alhamdulillah, the author was able to complete the final assignment with a thesis entitled "The Implementation Of Student-Centered Approach In Teaching English For Junior High School Students In Rejang Lebong District".