THE PERCEPTION OF ENGLISH TEACHER IN THE MERDEKA CURRICULUM AT MAN 1 REJANG LEBONG AND MAN 1 KEPAHIANG

THESIS

This thesis is submitted to fulfill the requirement for "Sarjana" Degree In English Education

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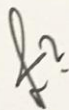
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Assalamu'alaikum Wr. Wb.

Setelah mengadakan pemeriksaan dan bimbingan serta perbaikan maka kami berpendapat skripsi mahasiswa bernama Muhammad Haikal Pasha (18551037), yang berjudul "**The Perception of English Teachers in the Merdeka Curriculum at MAN 1 Rejang lebong and MAN 1 Kepahiang**" sudah dapat diajukan dalam sidang Munaqosah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, terima kasih.

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The researcher finished this thesis entitled **"The Perception of English Teachers in the Merdeka Curriculum at MAN 1 Rejang lebong and MAN 1 Kepahiang"**. This thesis is presented in order to fulfill of the requirement for the degree of strata 1 in English study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the researcher would like to presents his deepest gratitude to:

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Curup,30 januari 2025

The Researcher

Muhammad Haikal Pasha
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MOTTO AND DEDICATION

"MOTTO"

"Cukuplah Allah menjadi penolong kami dan Allah adalah sebaik-baik pelindung" Q.S Ali Imran: 173

"Setiap orang memiliki masanya tersendiri,Maka tunggulah giliranmu"

GOL D ROGER

_Writer

PREFACE

All of praises be to Allah SWT, help and support from all of lecturers, family and friends that the researcher had finally finished writing his thesis entitle **"The Perception of English Teachers in the Merdeka Curriculum at MAN 1 Rejang lebong and MAN 1 Kepahiang"**.

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

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

Curup, januari 30   2025

The Researcher

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ABSTRACT

Title	:	*The Perception of English Teachers in the Merdeka Curriculum at MAN 1 Rejang lebong and MAN 1 Kepahiang*
Advisor	:	Jumatul Hidayah, M. Pd
Co-Advisor	:	Henny Septia Utami, M. Pd

The implementation of the Merdeka Curriculum in Indonesia represents a significant reform in the educational landscape, aiming to provide greater autonomy and flexibility in teaching and learning processes. This study explores the perceptions of English teachers at MAN 1 Rejang Lebong and MAN 1 Kepahiang regarding the implementation of the Merdeka Curriculum. A quantitative approach was employed, utilizing questionnaires to collect data from eight English teachers. The findings indicate that teachers generally have a positive perception of the curriculum, appreciating its emphasis on student-centered learning, project-based activities, and flexibility in lesson planning. Teachers acknowledge that the curriculum encourages students' creativity, independence, and engagement in English learning. Teachers remain optimistic about the curriculum's potential to improve learning outcomes.

Keywords: Perception; English Teacher; Merdeka Curriculum

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CHAPTER I

INTRODUCTION

A. Research Background

The implementation of education cannot be separated from the curriculum. According to Martin & Simanjoran, the curriculum itself has a crucial position in education, the curriculum plays a role in regulating and directing so that educational goals can be achieved and not deviate from planned goals[1]. The curriculum itself is implemented or developed according to the circumstances and needs of a school environment. The curriculum according to the Ministry based on Law number 20 of 2003 concerning the National Education System states curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals.

In Indonesia, the curriculum already has several reforms such as starting from the first curriculum, namely the 1947 curriculum, and then the 2013 curriculum which has recently been implemented until the most recent is the Merdeka Curriculum. According to Anggila, the Merdeka Curriculum was officially enacted in December 2019 and was proposed by the Minister of

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[1] Martin R, Simanjoran M. (2022). Pentingnya Peranan Kurikulum yang Sesuai Dalam Pendidikan Indonesia. Journal Mahesa Center, 125.

Education and Culture[2]. Based on the provisions in the Decree of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) Number 56/M/2022 in the context of recovering learning losses that occur in special conditions, educational units or groups of educational units need to develop a curriculum with the principle of diversification by conditions of the unit. The development of this curriculum, which was originally the 2013 curriculum in its entirety, became a simplified 2013 curriculum, then finally became the Merdeka Curriculum for early childhood education, elementary schools, and secondary education as a whole as stated in the Decree of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) Number 56/M /2022.

According to Maulida, the independent learning curriculum was essentially formed by PT Cikal but was initiated and echoed by the Minister of Education (Nadim Makarim)[3]. Until now, it has been thoroughly socialized to the education unit to update the learning process constrained by the pandemic. As stated by Andari (2022), the government provides optional in the process of implementing a Merdeka Curriculum in schools, namely; (1) freedom of learning, (2) freedom of sharing, (3) freedom of change.[4] The essence of freedom of learning is to deepen the competence of teachers and students to innovate and

[2] Anggila, W. (2022). Persepsi Guru bidang Studi IPS dalam Pelaksanaan Kurikulum Merdeka Belajar di SMP Negeri Sekecamatan Tanjung Kemuning Kabupaten Kaur. Bengkulu: Universitas Islam Negeri Fatmawati Soekarno Bengkulu. http://repository.iainbengkulu.ac.id/10101/.

[3] Maulida, Utami. "Pengembangan Modul Ajar Berbasis Kurikulum Merdeka." Tarbawi: Jurnal pemikiran dan Pendidikan Islam 5.2 (2022): 130-138.

[4] Andari, Eni. (2022) Implementasi Kurikulum Merdeka Belajar Menggunakan Learning Management System (LMS). ALLIMNA: Jurnal Pendidikan Profesi Guru, 1(2), 65-79. https://doi.org/10.30762/allimna.v1i2.694.

upgrade the quality of learning independently. The Merdeka Curriculum has four principles:[5] 1) The National Standardized School Examination (USBN). It has been changed to an assessment exam, which assesses student competence through written tests or can use other more comprehensive assessments such as assignments. 2) National Examinations (UN) are changed to minimum competency assessments and character surveys. This activity aims to spur teachers and schools to upgrade the quality of learning, and selection tests for students to the next level cannot be used as a reference Basic. Minimum competency assessment to assess literacy, numeracy, and character. 4) Learning Implementation Plan (RPP), in contrast to the previous curriculum, where the RPP follows the format. The Merdeka Curriculum provides flexibility for teachers to be able to freely choose, create, use, and develop the RPP format. The three core components in making RPP must be considered: learning objectives, learning activities, and assessment. RPP is now famous for teaching modules. According to Muin, Abdul et al. (2022), one of the efforts to overcome existing problems is to launch a "Merdeka Curriculum," which began to be implemented in February 2022. Furthermore, the target of this curriculum is the school level at the elementary, junior high, and high school levels.[6]

Along with the implementation of the Merdeka Curriculum by the Ministry of Education and Culture, teachers have varying positive and negative

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[5] Ibid. Maulida

[6] Muin, Abdul, et al. (2022). "Pengembangan Kurikulum Merdeka."

perceptions. However, the Merdeka Curriculum represents freedom for teachers and students to innovate and create during the learning process. This concept is a response to the needs of the education system during the era of the Industrial Revolution. Moreover, the Merdeka Curriculum promotes freedom of thought. Teachers determine the freedom of thought, whereas in independent learning, both teachers and students are considered active participants in the learning process. This means that students do not see teachers as the sole source of truth. Instead, teachers and students collaborate as motivators and work together to seek the truth.

Teachers' perceptions of the implementation of the Merdeka Curriculum can vary significantly, given the differences compared to previous curricula. According to Leavitt's theory in Nurdin, teacher perceptions can be categorized into two perspectives: narrow and broad perceptions. The narrow perspective views perception as solely visual, emphasizing how individuals perceive things.[7] The broad perspective interprets perception as the way individuals view and interpret things. Many individuals recognize that the world, as perceived, may only sometimes align with reality. Therefore, adopting a comprehensive approach to perception is essential, which goes beyond mere visual observation and emphasizes understanding and interpretation

Moreover, based on Rembangsupu, Budiman, Bidin, Puspita, & Rangkuti, Types of Education in Indonesia according to article 1 paragraph 9 of Law No. 20

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[7] Nurdin, M. (2016). Kiat Menjadi Guru Profesional,. Arruzz Media.

of 2003 explain that there are eight types of Education consisting of 1) General Education; 2) Vocational Education; 3) Academic Education; 4) Professional Education; 5) Vocational Education; 6) Religious Education; 7) Special Education; 8) Official Education.[8] Additionally, the implementation of curriculum must also consider school characteristics, particularly in Islamic schools (madrasah) which have unique challenges in integrating both national curriculum standards and Islamic education requirements.

Accordingly, this research focuses on religious-based education in Rejang Lebong and Kepahiang, specifically at MAN 1 Rejang Lebong and MAN 1 Kepahiang. Based on the explanation above, the researcher concentrates on the perceptions of English teachers towards the Merdeka curriculum. In initial observations, researcher found that MAN Rejang Lebong and MAN 1 Kepahiang were implemented the Merdeka curriculum since 2021-2022. Then, the school had taken several steps, including registering as a school implementing the Merdeka curriculum with the independent change option, organizing training by inviting national Merdeka curriculum instructors, requiring teachers to attend offline training and training on the Merdeka Mengajar platform, socializing with parents about curriculum changes, informing students about curriculum changes, and preparing facilities and infrastructure to support the Merdeka curriculum implementation.

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[8] Rembangsupu, Arif, Kadar Budiman, and Muhammad Yunus Rangkuti. "Studi Yuridis Tentang Jenis Dan Jalur Pendidikan Di Indonesia." al-Afkar, Journal For Islamic Studies (2022): 91-100.

Moreover, The Merdeka curriculum aims to explore and nurture students' talents from an early age and focuses on developing students' character, knowledge, behavior, and abilities. The Merdeka curriculum is a project-based learning activity for students. The difference with the previous curriculum is the absence of a block system so that learning is evenly distributed. According to Damayanti & Muhroji, the Merdeka Curriculum is considered the right curriculum with intellectual freedom in mind.[9] The Ministry of Education and Culture has decided that the Merdeka Curriculum will include modifications to skills-based learning. One of the key elements of this curriculum is project-based learning which aims to promote learning recovery and improve students' soft skills and personalities.

Therefore, in this research, the researcher conducted research titled "**The Perception of English Teachers in the Merdeka Curriculum at MAN 1 Rejang lebong and MAN 1 Kepahiang**"

B. Research Question

Given the foregoing context, the researcher formulates the following study questions based on the perceptions of EFL teachers regarding English teaching and learning:

1. What are the teachers' perceptions of MERDEKA curriculum?

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[9] Damayanti, G. A., & Muhroji, M. (2022). The Difficulties of Elementary School Teacher in Developing Thematic Learning Tools for the Merdeka Curriculum. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran, 8*(3), 703-715.

C. Research Objectives

The purpose of this study is to respond to the posed research topic. The following is the formulation of the research objectives in respect to the aforesaid problem statement:

1. To examine the English teacher' perception of MERDEKA curriculum

D. Operational Definition

The definitions of terms are describes as follows:

1. Perception

Perception is how an individual receives information through their senses. In addition, Oxford defines it as the act of becoming aware of things through the senses. Meanwhile, Longman describes it as the ability to recognize and interpret sensory information through sight, hearing, touch, etc.[10] It can be inferred that perception refers to forming opinions, beliefs, attitudes, and judgments about things in one's surroundings. In this research, perception is how English teachers' opinion regarding the implementation of Merdeka curriculum.

2. Merdeka Curriculum

According to Makarim in (Sholeh et al., 2023) says, "Merdeka belajar is the freedom of thought, the autonomy given to the education

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[10] Kurniati, I., & Surya, E. (2017). Student's perception of their teacher teaching style's. *International Journal of Sciences: Basic and Applied Research (IJSBAR)*, *33*(2), 91-98.

element that aims to give room to the students to develop their potential."[11]
The Merdeka Curriculum that contains Merdeka Belajar is one of the initiatives of Nadiem Makarim, who wants to create a happy and enjoyable learning atmosphere. The goal of Merdeka Belajar is for teachers, students, and parents to experience an enjoyable atmosphere.

Moreover, Andari explains that the implementation of Merdeka curriculum is carried out independently with three alternative choices, 1) the Independent Learning, 2) the Independent Change and 3) Independent Share.[12]

E. Significant of the Research

The goal of this research is to make a substantial theoretical and practical contribution. The findings of this study are meant to be a helpful theoretical and practical guide. The following are the advantages or benefits of this research:

1. Theoretical Benefits

    The research's conclusions can be used as a guide to help teachers prepare for the Merdeka curriculum's implementation in elementary schools.

2. Practical Benefits

    a. For Schools: This research can provide several ideas to help schools prepare teachers optimally for implementing the Merdeka curriculum.

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[11] Sholeh, M., Amalia, A. L., & Marmoah, S. (2023). Implementation of Differentiated Learning of Sekolah Penggerak Program in Learning in Elementary Schools. *Jurnal Penelitian Pendidikan IPA*, *9*(12), 12191-12199.

[12] Andari, Eni. (2022) Implementasi Kurikulum Merdeka Belajar Menggunakan Learning Management System (LMS). ALLIMNA: Jurnal Pendidikan Profesi Guru, 1(2), 65-79. https://doi.org/10.30762/allimna.v1i2.694.

b. For Teachers: It offers feedback on teachers' readiness to enhance their professional abilities and competencies.

c. For Researchers: It provides information to prospective teachers about the perception required for teaching and implementing the Merdeka curriculum.

1. Theoretical Significance

According to theoretical viewpoints, this study anticipated that the government will be used as a tool to enhance or fix the curriculum, particularly from the standpoint of the teacher. When it comes to implementing the MERDEKA curriculum in the classroom, the teachers are more proficient and methodical.

2. Practical Significance

As an assessment of teachers' opinions of the MERDEKA curriculum for the benefit of the school, stakeholders, government, and education authorities. and also as a component of the curriculum-forming need analysis. Additionally, it demonstrated how the teachers applied the MERDEKA program and how they comprehended and elucidated its theory and concepts.

F. **Systematics of Writing**

The systematics of writing includes the structured outline of the research, presented in Five chapters, where the writing is carried out systematically:

Chapter I: Introduction

This chapter describes the content and scope of the research. It provides a general overview of the writing, including the background of the research problem, problem formulation based on problem identification, research objectives, research benefits, originality of the research, definition of terms, and the systematics of writing.

Chapter II: Literature Review

This chapter covers theories relevant to the research. These theories help address issues related to the research topic, which is the Perception of English teachers in the Merdeka curriculum at SMA Negeri 1 Rejang Lebong

Chapter III: Research Methods

The study plan is described in this chapter. The methodology and nature of the study, the researcher's role, the research site, the data and its sources, the methods used for data collecting, the data analysis, validity checks, and the phases of the study are all included in the research design.

Chapter IV: Finding and Discussion

This chapter presents the data as findings from field research through observations, interviews, and document analysis, providing answers to the

research questions. And, the discussion of the data and findings obtained through observations, interviews, and document analysis.

Chapter VI: Conclusion

The concluding chapter provides a summary of the research findings and recommendations from the researcher, including their insights on the perception English teacher in the Merdeka curriculum.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. Definition of Curriculum

The curriculum is an essential part of continuous education, encompassing plans and arrangements for objectives, core competencies, materials, and strategies that guide teaching and learning to achieve core skills and learning goals.[13] The curriculum is referred to as the heart of education because it contains crucial elements that direct the learning process to achieve its objectives. This aligns with Article 1 of Government Regulation No. 32 of 2013 concerning amendments to the Government Decision on National Education Standards of 2005, which states that the curriculum is a plan and regulation that includes a sequence of experiences and learning activities for students to achieve specific educational goals.[14]

The curriculum has six main ideas[15]: 1) the curriculum is a plan, 2) the curriculum is a set of rules with specific systematic and structured arrangements, 3) the curriculum is the content and subject matter of all subjects at all educational levels, 4) the curriculum includes teaching techniques and strategies, 5) the curriculum is a reference for implementing learning activities, and 6) the curriculum is a tool to achieve educational goals.

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[13]Mulyasa, E. (2007). *Kurikulum Tingkat Satuan Pendidikan*. Remaja Rosdakarya.
[14]Pengimplementasian,D.,&Budi,P.(2007).*Revisi1.Revisi1*,1–14.
[15]Oemar Hamalik. Op. Cit

These six points clarify the crucial position of the curriculum in education, as it determines the learning outcomes of students.

According to Law No. 20 of 2003 Article 1 paragraph 19, the curriculum is a collection of plans and regulations regarding objectives, content, subject matter, and methods of implementing learning to achieve educational goals.[16] From the various definitions of the curriculum described, it can be concluded that the curriculum is a collection of plans created to manage the learning process so that it can guide students to achieve educational objectives in school learning.

The curriculum continually evolves with the times, following ongoing developments. The curriculum will continuously undergo changes, and this is an unending cyclical process. [17]

2. Definition of Merdeka Belajar

As Minister of Education and Culture, Nadhim Makarim issued the Merdeka Belajar policy. "Independent learning is freedom of thought, freedom of autonomy given to educational elements which aim to provide space for students to develop their potential," according to Nadhim Makarim, who was cited by M Badrus. One innovative program of Mr. Nadiem Makarim, Minister of Education and Culture, is independent learning, which aims to establish a joyful and comfortable learning environment. The goal of

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[16]Wijiatun. Op. Cit.
[17]Hamalik.Op. Cit.

independent learning is to provide a positive environment for parents, instructors, and students.

According to the Minister of Education and Culture, Belajar is founded on the goal of improving the quality of education's output by producing students who are not just adept at memorization but also possess keen analytical skills, sound reasoning, and a thorough understanding of how to grow as individuals and as learners.

a) Teachers have great and challenging responsibilities, according to Nadiem Makarim. Teachers in the national education system are supposed to help shape the country's future, yet they are given more restrictions than they need. Teachers spend time on administrative tasks that don't yield any obvious results, even when they aim to help pupils catch up in class. Teachers are chasing figures that are pushed by different stakeholders, despite the fact that they are aware that exam scores cannot reflect a student's potential. Although the curriculum is so focused on stifling exploration, teachers still want to send their children outside of the classroom to learn from the world around them. Teachers find it frustrating because children's success in the real world is

determined by their capacity to create and collaborate rather than their memorization skills.[18]

b) There are similarities between the idea of "independent learning" and the idea of education based on John Dewey's progressivism philosophy, as explained by the "Merdeka Belajar" strategy introduced by Minister of Education and Culture Nadiem Makarim. Both ideas place a strong emphasis on the autonomy and judgment of educational establishments in fully examining the potential and skills of students, who inherently possess a wide range of skills.

c) Developing students' maturity, bravery, independence, and self-motivation is another duty of education. In this situation, teaching pupils to use their thinking skills is more crucial than imparting them with positive information that is accepted for granted. Giving students the flexibility to actively participate in the learning process and information transmission is one endeavor that may be undertaken; in this scenario, students are regarded as the primary topic and not only an object of an educational process.

d) With the hope that education in Indonesia will become more sophisticated and of high quality in the future and be able to

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[18] Tempo. CO, Jakarta, Nadiem Makarim, Merdeka Belajar adalah Kemerdekaan Berpikir, dikutip dari, https://nasional.tempo.co/read/1283493/nadiem-makarim-merdeka-belajar-adalahkemerdekaan-berpikir/full&view=ok. Diakses Tanggal 23 Maret 2022

directly contribute to the advancement of the nation and state, the concept of independent learning shares the same direction and goal as Jhon Dewey's progressivism school of education philosophy. Both ideas give educational institutions the freedom and flexibility to fully explore students' potential by adjusting their interests and talents.

e) Teachers and students are subjects in the learning system when it comes to the idea of independent learning. This indicates that rather than pupils using the teacher as a source of truth, teachers and students work together to promote and pursue truth. This implies that the teacher's role in the classroom is to investigate the truth, the students' thinking, and their critical ability to see the universe and phenomena, rather than to impose or standardize the truth in their own way. The advancement of technology and the internet is a driving force behind educational freedom. because an inflexible or non-liberating educational system can be compromised by it. Reforming the burden of educators and schools that are overly preoccupied with administrative tasks is part of this. Thus, educational institutions, instructors, and students can all exercise their freedom to experiment, learn on their own, and be creative.

3. The Merdeka Curriculum Principles

According to Rizaldi & Fatimah, some basic principles can guide the development and implementation of the Merdeka curriculum. These principles include:[19]

a) Student-Centered Approach:

The Merdeka curriculum is likely designed with a student-centered approach, which aims to prioritize the needs, interests, and abilities of eachstudent. It may emphasize active involvement, critical thinking, and student empowerment in the learning process.

b) Flexibility and Adaptability

Curriculum can promote flexibility and adaptability in teaching and learning. It can encourage educators to use a variety of teaching methods, tools, and resources to meet diverse learning styles and student preferences.

c) Competency-Based Learning

The Merdeka curriculum can focus on developing competencies and skills ratherthan just content knowledge. It may emphasize the acquisitionof practical skills, problem-solving abilities, and the application of knowledge in realworld contexts.

d) Project-Based Learning

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[19] Rizaldi, D. R., & Fatimah, Z. (2020). How the Distance Learning can be a Solution during theCovid-19 Pandemic. International Journal of Asian Education, 1(3), 117–124.https://doi.org/10.46966/ijae.v1i3.42

The curriculum may incorporate project-based learning as a pedagogical approach. Students can engage in hands-on, collaborative projectsthat allowthem to apply their knowledge, skills, and creativity to solve authentic problems.

e) Holistic Development

The Merdeka curriculum can aims to encourage holistic development by addressing not only the academic aspects but also the social, emotional, and ethical dimensions of students. It may prioritize the cultivation of values, character education, and the promotion of well-being.

4. The Implementation of Merdeka Curriculum

According to Nurzen, the implementation of a Merdeka curriculum is an innovation in the Indonesian education system.[20] Thiscurriculum aims to develop students as individuals by learning freely, calmly, and cheerfully while respecting their natural abilities. This curriculum gives students the freedom to independently plan and create learning strategies that suit their needs and environment. Pancasila Student Profile is used in the Merdeka Curriculum to develop students' soft skills and personalities. The profile includes faith, devotion to God Almighty, noble morals, global diversity, mutual assistance, independence, critical thinking, and creativity. The

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[20] Nurzen, M. (2022). Teacher Readiness In Implementing The Merdeka Curriculum In Kerinci Regency. Edunesia: Jurnal Ilmiah Pendidikan, 3(3), 313–325. Https://Doi.Org/10.51276/Edu.V3i3.424

application of a unique curriculum aims to improve learning outcomes, strengthen the character of learners, and collaborate with various stakeholders at national and international levels. This curriculum is expected to produce superior human resources, and personalities following existing characteristics. The implementation of the Merdeka curriculum takes place through various activities and stages that ultimately build the character and cooperation of students. Its implementation requires collaboration with various stakeholders at national and international levels.

5. **Advantages of the Merdeka Curriculum**

The advantages of the Merdeka Curriculum according to Retnaningrum, et al. are as follows:[21]

a. Simpler and deeper

Essential materials are the focus of the Merdeka Curriculum. Simple and deep learning without haste will be more easily absorbed by students. Deep learning with fun design will make students more focused and interested in learning.

b. More independent

The Merdeka Curriculum is a benchmark in designing learning. The concept of independence gives freedom to the master

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[21] Retnaningrum, E., Widyatiningtyas, R., Sari, A. R., Sapulete, H., Solissa, E. M., & Sujana, I. G. (2023). Teacher's Paradigm In Interpreting The Birth Of The Merdeka Curriculum Policy. Journal Of Education Research, 4(2), 435-442.

in designing the learning process according to the needs and learning outcomes.

c. More relevant and interactive

More relevant and interactive learning process activities will have a good impact when applied in the learning process. Interactive learning will make students more interested and able to develop their competencies.

6. Definition of Teacher

Teachers are educators who are in the school environment. In a simple sense, a teacher is a person who imparts knowledge to students. According to Barizi & Idris in Yanti S. et al. teachers or educators act as guidelines in carrying out the teaching and learning process.[22] Law Number 14 of 2005 concerning teachers and lecturers defines teachers as: "Professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education and secondary education.

Therefore, the task of teachers in addition to providing knowledge also provides education in the field of morals to students as mentioned in the law above. The community will see how the teacher's daily actions behave, whether there is something exemplary or not, and whether it can be used as a

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[22] Yanti, S., Arafat, Y., & Wahidy, A. (2021, July). The Influence Of Leadership And Motivation On Teacher Work Performance. In International Conference On Education Universitas PGRI Palembang (Incoepp 2021) (Pp. 1129-1135). Atlantis Press.

role model or not. How teachers improve services, provide encouragement and direction to their students, and how teachers dress, talk, and get along with their students, or friends in social life, are often of public concern. A pious teacher is a teacher who can form students with the spirit of Pancasila.

This basis contains several principles that must be understood by a teacher in carrying out his duties, namely the purpose of national education. The purpose of national education can be read in Law No. 2/1989 concerning the national education system, which is to form a whole person with the spirit of Pancasila, in addition to teaching. Knowledge and intellectual development, teachers must also pay attention to moral, physical, spiritual, and other developments by the nature of education. The essence of Education in this case is a conscious effort to develop personality and ability/expertise in the dynamics of harmonious organic unity, inside and outside school that lasts a lifetime.

7. Perception

According to Kamilatuzzulfa, humans are equipped with five types of senses, each of which has a different function, and each can be used properly according to its function.[23] Thus, the notion of perception is information obtained from what people see, feel, and express to explain what they experience. Perception arises from the influence of the five senses that work

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[23] Kamilatuzzulfa, K. (2023). Teacher's And Students'perceptions In The Implemention Of Independent Learning Curriculum At Sma N 1 Weleri A Final Project (DoctoralDissertation, Universitas Islam Sultan Agung).

simultaneously to observe and evaluate the problems we are facing. Perception is an understanding and reaction to other people and objects that are seen and felt and everyone has a different perception of what they experience even though the objects are the same. Perception can be interpreted as the process of identifying problems experienced or felt by someone, which can then be expressed through speech or writing and used as a reference for others to identify the same problem. The process of perception begins with brain stimuli that each person experiences and it can be said that everything is perceived and expressed according to the stimuli received from the beginning. Researcher can conclude that perception is a state in which a person perceives something new that he encounters and expresses it openly. Therefore, everyone has different perceptions depending on the stimuli and emotions they feel when facing problems faced before.

8. Process of Perception

According to Lindawati & Jabu, perception consists of three processes: selection, organization, and interpretation, which occur sequentially and converge with each other.[24] They are also interactive, each affecting the other two. For example, like what people want to see in a given situation influences the way people organize and interpret the situation.

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[24] Lindawati, N., & Jabu, B. (N.D.). Students' Perception On The Use Of Whatsapp In Learning EFL During Covid 19 At Remote Area.

On the other hand, according to Abidin & Suryani, there are three important things. The components of the perception process namely:[25]

a) Selection

   Selection is the process of sensory filtering of more or less external stimuli, their intensity and type.

b) Interpretation

   Interpretation is the process of organizing information in a way that makes sense to a particular person. Interpretation is influenced by factors such as experience, intelligence, motivation, personality, and values espoused. The ability to classify the information received, that is, to transform complex information into simple information, is another factor that influences interpretation.

c) Interpretation and perception

   These interpretations and perceptions are interpreted and acted upon as they should be. So, Perception is the process of selecting, interpreting, and collecting incoming information. From the above, the researcher can conclude that the perception process is free from physical selection, physiological processes, psychological processes interpretations, and reactions that can be positive or negative.

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[25] Abidin, R., & Suryani, N. (2020). Students' Perceptions Of 360 Degree Virtual TourBased Historical Learning About The Cultural Heritage Area Of The Kapitan And Al-Munawar Villages In Palembang City. International Journal Of Social Sciences And Management, 7(3), 105-112.

9. Factor Affecting Perception

According to Toha cited in Nursafitri, two factors affect a person's perception namely:[26]

a) Internal factors

These factors include physical condition, feelings, attitudes, and personality, attention, prejudices, desires or expectations, learning, values and needs, motivation, mental disorders, and interests.

b) External factors

These factors include the knowledge and guidance of the other party, namely family, history, information learned, intensity, size, repetition, new and familiar objects, and also information obtained. Such factors cause individuals' perceptions to differ from each other, even though they are actually the same, and affect an individual's understanding of a stimulus or object. Individual differences, personality differences, attitudinal differences, and motivational differences can all be caused by differences in perception. This awareness arises within the individual but is also influenced by experience, learning processes, and knowledge.

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[26] Nursafitri, P. (2021). Efl Students' Perceptions Of Online Learning In Speaking CourseDuring The Covid 19 Pandemic Thesis Submitted In Partial Fulfillment Of The Requirements For Gaining The Degree Of Education Bachelor In English Education Department

10. English Language Teaching and Learning

According to Brown (2007), learning is acquiring or getting knowledge of a subject or a skill by study, experience, or instruction. There are several definitions of language learning from expertise.[27] In addition, according to Duffy and Roehler, learning is an effort that deliberately involves and uses the professional knowledge possessed by teachers to achieve curriculum goals.[28] In conclusion according to the definition from expertise, English language learning is process between students and teachers by interaction in order to gain English knowledge or information, according to curriculum goals.

According to Brown (2007), learning is breaking down the components of the definition, the explanation follows:[29]

a) Learning is acquisition or "getting."

b) Learning is retention of information or skill.

c) Retention implies storage systems, memory, cognitive organization.

d) Learning involves active, conscious focus on and acting upon events outside or inside the organism.

e) Learning is relatively permanent bus subject to forgetting.

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[27] Brown, H. D. (2014). *Principles of language learning and teaching: A course in second language acquisition.* Pearson.

[28] Duffy, G. G., & Roehler, L. R. (1989). Why strategy instruction is so difficult and what we need to do about it. In *Cognitive strategy research: From basic research to educational applications* (pp. 133-154). New York, NY: Springer New York.

[29] Ibid. (2014)

f) Learning involves some form of practice, perhaps reinforced practice.

g) Learning is a change in behavior.

Language learning is the steps where the learners explore all their competence to think, feel, and act. In addition, he also states that language learning is not a set of easy steps that can be programmed in a quick kit. Furthermore, English language learning is a kind of steps to acquisition, practice, gets information or knowledge, especially in English. To conclude, English language learning is complex steps for learners to explore and study English.

11. English Teacher's Perception toward Merdeka Curriculum

Based on the results of the Rina et al. research, they found that the teacher had shown a positive perception, this can be seen from the results of the respondent questionnaire with an average of their answers agreeing with the statements given. They understand the main aspects of reading instruction emphasized by the Merdeka curriculum, such as:[30]

a) Individual Learning: Teachers recognize the importance of adapting learning to meet the needs and learning styles of each student. This is in line with the student- centered approach recommended by the Merdeka Curriculum.

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[30] Rina, R. A., Natsir, R. Y., & Sujariati, S. (2024). An Analysis of Teacher's Perceptions and Challenges in Implementing the Merdeka Curriculum for Teaching English Reading Skills at SMA Negeri 1 Gowa. *EduLine: Journal of Education and Learning Innovation*, *4*(3), 410-416.

b) Project-Based Learning: Curriculum Merdeka promotes project-based learning, where students learn actively and are directly involved in solving real-world problems.

c) Motivational Strategy: Teachers understand the importance of fostering reading interest and motivating students to engage with texts. They recognize the need to create a stimulating and supportive learning environment to encourage reading activities.

d) Technology Utilization: Curriculum Merdeka encourages the use of technology in the learning process. Technology can be used to enrich learning materials, enhance interaction between teachers and students, and facilitate the assessment process.

e) Interesting Teaching Methods: Teachers recognize the need to use a variety of interesting teaching methods to accommodate different learning styles and enhance student understanding.

f) Constructive Feedback: Teachers recognize the importance of providing regular, constructive feedback to students, helping them identify areas for improvement and develop reading skills.

g) Appropriate English Materials: Teachers understand the need to select English materials that are appropriate to students' English levels, interests, and learning goals.

B. Review of Previous Related Finding

Research on teachers' perception of the Merdeka curriculum is not the first, but previous research has been conducted by other researchers. The following presents some previous research findings to avoid repetition and similarity in discussion, ensuring the originality of this study.

Research conducted by Widyastuti (2020) titled "Teacher Perception on the Concept of Merdeka Belajar Mendikbud Nadiem Makarim in Islamic Religious Education at MTs Negeri 3 Sleman" has a connection with this research. The study aims to explore teachers' perceptions and implementation regarding the concept of Merdeka Belajar introduced by the Minister of Education and Culture Nadiem Makarim in the context of Islamic religious education at MTs Negeri 3 Sleman. The study used a qualitative approach to describe phenomena and situations in the field. Purposive sampling is the selection method, while data collection methods include documentation, interviews, and observation. Utilizing the reduction, display, and verification approaches, the authenticity of the data was checked. The research conclusions include the following: 1) The readiness of Islamic Religious Education teachers of MTs Negeri 3 Sleman to comply with the policy shows that they have a good opinion about the idea of Free Learning as proposed by the Minister of Education and Culture. Nadiem Makarim. 2) To improve the quality and competence of teachers, a Learning Implementation Plan (RPP) with an insight into freedom of learning is prepared using techniques such as seminars, competency improvement, and

coaching from supervisors, education heads, and MGMP. 3) Using more interactive and communicative learning strategies accompanied by appropriate learning resources to implement active online learning.

Second, Research conducted by Kasmawati (2021) with the title "Perception of Teachers in the Concept of Education (Study on the Implementation of Merdeka Belajar in High School)". Teachers in the Concept of Education (Study on the Implementation of Merdeka Belajar in SMA State 5 Takalar)" has relevance to this research. The study aims to evaluate teacher perceptions of the implementation of independent learning and identify factors that become obstacles in its implementation at SMA Negeri 5 Takalar. The data collection methods used in the study include observation, interviews, and documentation. The data sources processed include primary data and secondary data, using a qualitative approach. The results showed that the teachers' perception of the implementation of independent learning at SMAN 5 Takalar is that by applying the concept of independent learning, students at SMAN 5 Takalar can improve their abilities because they are given freedom in the learning process. However, a deep understanding of this concept is still minimal, both on the part of teachers, students, and parents of students. Factors that become obstacles in the application of independent learning include the lack of understanding of the concept by teachers, students, and parents, thus hindering the achievement of the objectives of the application of independent learning. In

addition, the lack of available facilities is also an obstacle in the process of implementing independent learning.

Third, Syaripudin, Ramdhan Witarsa, and Masrul in their journal titled "Analisis Implementasi Kurikulum Merdeka pada Guru-Guru Sekolah Dasar Negeri 6 Selatpanjang Selatan" in 2023. This study describes the implementation of the Merdeka curriculum among teachers at Sekolah Dasar Negeri 6 Selat panjang Selatan. The method used was quantitative descriptive research. The findings indicated that the teachers' implementation of the Merdeka curriculum was at a moderate level and needed continuous motivation from the principal to achieve maximum curriculum goals.

Fourth, Dini Kusumadianti Nur Alfaeni in her thesis titled "Kesiapan Guru dalam Mengimplementasikan Kurikulum Merdeka pada Program Sekolah Penggerak (Studi Kasus di SDN Baros)" in 2022. This study describes the readiness of teachers in the driving school program to implement the Merdeka curriculum. The research method used was qualitative with a case study model. The findings showed that teachers at SDN Baros had not yet understood the Merdeka curriculum and were not able to implement it as indicated by the lack of prepared learning tools such as ATP, modules, and evaluations.

Research conducted by Saputra and Hadi (2022) entitled "Perceptions of North Jakarta and Thousand Islands Elementary School Teachers About the Merdeka Curriculum" has relevance to this research. The study used a qualitative design and was conducted on elementary school teachers in North Jakarta and

Thousand Islands. The data collection techniques used include interviews, questionnaires, observations, and document reviews. The results showed that (1) Elementary school teachers have a positive perception of the implementation of the Merdeka Curriculum, (2) there are five factors that influence teachers' perceptions of the implementation of the Merdeka Curriculum, namely teaching experience, educational background, teacher training, and teacher training. teaching experience, educational background, teacher training, previous personal experience, and teacher education degree. (3) Teachers' perceptions affect the way teachers provide the learning process to students. Based on these findings, it can be concluded that teachers' perceptions of the implementation of the Merdeka curriculum have a significant effect on the teaching and learning process provided by elementary school teachers.

Based on some of the previous findings above, there are several differences that are the focus of the researcher for this research. In this research, the researcher focused on perception aspects, such as curriculum structure, lesson planning, the learning process, facilities aspects while the previous researches focused on understanding the cognitive, physical, psychological, and financial.

CHAPTER III

RESEARCH METHODS

A. Research Design

In this research, the researcher used the quantitative method to Processing Data. According to Creswell, the quantitative method is a method of processing research data that, in the process, closely collecting, analyzing, interpreting, and writing the data or the result of research.[31] The Researcher chose to use the quantitative method. The Researcher calculates the questionnaire result using numerical analysis.

This study used a survey research strategy as its methodology. According to Costanzo, Stawski, Ryff, Coe, & Almeida, Survey research may use various data collection methods, the most common being questionnaires and interviews, which provide opinions by studying a population sample.[32] According to Asmadi Alsa in Harnanto, presenting a survey design is a procedure in which researchers carry out surveys or provide questionnaires or scales on one sample to describe respondents' attitudes, opinions, behaviours, or characteristics.[33] The Researcher chose the survey design because the researcher wants to know the perspective or opinion of the English teacher at MAN 1 Rejang Lebong and MAN 1 Kepahiang regarding the Merdeka Curriculum.

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[31] Creswell, J. W. (2014). Research design. Thousand Oaks, CA: Sage Publications

[32] Costanzo, E. S., Stawski, R. S., Ryff, C. D., Coe, C. L., & Almeida, D. M. (2012). Cancer survivors' responses to daily stressors: implications for quality of life. *Health Psychology*, *31*(3), 360.

[33] Harnanto, Moh. "Implementasi Manajemen K3 Dalam Prakerin Siswa SMK N 1 Nanggulan." UNIVERSITAS NEGERI YOGYAKARTA, EPrints@UNY Lumbung Pustaka Universitas Negeri Yogyakarta, 2020, pp. 32–33.

B. Subject of the Research

1) Population of the Research

Fraenkel and Wallen stated that population is the group of interest to the group of interest to the researcher, the group to which the researcher would like of the study to be generalizable.[34] In additional population is totality or generalization of the unit, individual, object or subject that determine the quantity and criteria to be studied, which can be people and events, that can be obtained or can provide the data information research which can be drawn conclusions. In this case, the population of the research is English teachers in MAN Rejang Lebong and MAN Kepahiang in all grades who teach English with Merdeka curriculum, namely 8 teachers in totals for both schools.

2) Sample of the Research

Fraenkel and Wallen stated that sample is group on which information is obtained of the research.[35] In this study, the population consisted of 4 English teachers at MAN Rejang Lebong and 4 English teachers at MAN Kepahiang. Accordingly, the researcher chose the sample by using total sampling. According to Sugiyono, total sampling is a data collection technique in which the number of samples is the same as

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[34] Fraenkel and Wallen. (2009). How to Design and Evaluate Research in Education (7th Ed), New York, NY: McGraw-Hill, Inc. p.90

[35] Ibid

the number of population.[36] The researcher used it because the number of English teachers at MAN Rejang Lebong and MAN Kepahiang is less than 100.

C. Data Collection Technique

1. Questionnaire

Questionnaire is a technique for obtaining data. Arikunto state that questionnaire is a number of written questions which used to get information from the respondents in a mean a report of her/his personality or some things s/he knows.[37] In general, questionnaire has two forms; they are close-ended questionnaire and open-ended questionnaire.[38] Close-ended questionnaire is used to generate statistical research. It has standard question so the respondents only need to give checklist. Open-ended questionnaire is a set of question which is there is no reference question and the respondents have to write down their own answer.[39] Since this study is a quantitative study, the researcher chooses close-ended questionnaire. According to Nemoto (2014) Likert scale is a psychometric scale that has multiple categories from which

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[36] Sugiyono, S. (2007). Statistika untuk penelitian.

[37] Suharsimi Arikunto. (2009). Manajemen Pendidikan, Jakarta: Rinekacipta, p.194

[38] Nasution in Jumatul Hidayah research. The ICT used by the English lecturer for non-English study program students at IAIN Curup. 2019. Vol 8. No.1.26-37

[39] Cathrine Dawson, "Practical Research Method", (United Kingdom: Deer Park Park Production), p.31

respondents choose to indicate their opinions, attitudes, or feelings about a particular issue.[40]

The scale used in the Questionnaire is the Likert Scale with the following values:

Table 1. Likert Scale Value

N	Interpretation	Score
1	Strongly Agree (SA)	4
2	Agree (A)	3
3	Disagree (D)	2
4	Strongly Disagree (SD)	1

In this research, the questionnaire is given to the English teachers in order to know about the English teachers' perception in implementing Merdeka curriculum at MAN Rejang Lebong and MAN Kepahiang. The result of the questionnaire is in the form of score. After collected the data, the researcher analyzed the data obtained by using Likert Scale. Likert scale is functioned to calculate attitudes, perception, or opinion of an individual or group concerning to social phenomena.

D. Research Instrument

1) Questionnaire

[40] Nemoto, T., & Beglar, D. (2014). Developing Likert-scale questionnaires. In N. Sonda & A. Krause (Eds.), JALT2013 Conference Proceedings. Tokyo: JALT.

In this study, the researcher used a questionnaire. According to Sugiyono (2007), a questionnaire is a data collection tool in the form of a series of written questions given to respondents to be answered.[41] Questionnaires can be open-ended, closed-ended, or a combination of both. In this study, the researcher used a closed ended Questionnaire. A closed ended questionnaire is a questionnaire that limits respondents in providing answers with the choices provided. Respondents only need to choose one or several answers that have been provided. With this questionnaire, the researcher can obtain comprehensive data on English teachers' perceptions on the implementation of Merdeka Curriculum at MAN Rejang Lebong and MAN Kepahiang. The data had been taken on Januari 5th – 6th, 2025. In this questionnaire, there are 18 statements that respondents must answer by using a Likert scale.

Table 2. The Questionnaire Blueprint of English Teachers' Perception toward the Implementation of Merdeka Curriculum

No	Statement	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)
		1	2	3	4
1	It is crucial for teachers to have an in-depth understanding of the Merdeka curriculum to design learning activities that align with its				

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[41] Sugiyono (2017). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung : Alfabeta, CV.

	core principles.				
2	The Merdeka Curriculum allows students to engage in enjoyable and intriguing English learning experiences, which boosts their motivation to learn.				
3	The Merdeka Curriculum focuses on student-centered learning, considering each student's needs, interests, and potential in English learning.				
4	In the Merdeka curriculum, teachers are free to apply diverse teaching methods that match the characteristics of their students during English lessons.				
5	The Merdeka Curriculum promotes the use of English materials that relate to students' everyday lives, enhancing their comprehension and interest in learning.				
6	The Merdeka curriculum enables teachers to use technology as a tool in English learning, thereby improving students' digital competencies.				
7	The Merdeka curriculum requires teachers to comprehend the unique needs of each student in English learning.				
8	The Merdeka Curriculum urges teachers to develop a learning				

	environment that caters to the specific needs and interests of their students.				
9	The Merdeka Curriculum advocates for the use of project-based learning (PBL), which facilitates active and collaborative English learning among students.				
10	The Merdeka Curriculum highlights the need for a positive and supportive learning environment, where students feel appreciated, motivated, and encouraged to learn.				
11	The Merdeka Curriculum supports the comprehensive development of English skills.				
12	The Merdeka curriculum promotes using visual and audio media in English learning to enhance students' comprehension.				
13	The Merdeka Curriculum encourages teachers to offer emotional support to students as they develop their English skills.				
14	The Merdeka curriculum promotes increasing creativity in English learning, such as through creating interpretations or projects based on the material.				
15	The Merdeka curriculum advocates providing constructive feedback to aid students in enhancing their				

16	In the Merdeka Curriculum, teachers help students select learning methods that align with their individual learning styles.				
	English skills.				
17	Teachers exemplify good practices in learning and show the significance of English in daily life within the framework of the Merdeka curriculum.				
18	Develop suitable assessment methods to gauge students' progress in English skills.				

(Adopted and modified from Rizaldi in Rina et al.)[42]

E. Validity and Reliability

1. Validity

According to Sugiyono, validity is process of requirement to get justifiable (valid) the result of the research. A valid instrument means the instrument is appropriate to measure what should be measured.[43]

Before researcher did the research to respondent, the researcher made a try out to make sure that the questionnaire was valid when it gave into respondent. By using r table, the researcher got the standard validity for each questions are 0.29 and it could be seen that the questions are valid as the

[42] Rina, R. A., Natsir, R. Y., & Sujariati, S. (2024). An Analysis of Teacher's Perceptions and Challenges in Implementing the Merdeka Curriculum for Teaching English Reading Skills at SMA Negeri 1 Gowa. *EduLine: Journal of Education and Learning Innovation*, *4*(3), 410-416.
[43]

questionnaire. Before the questionnaire was given to the samples, the instrument was validated by the expert.

2. Reliability

The reliability in this research was measured by using Cronbach Alpha. Cronbach"s alpha is the most popular measure of reliability.[44] It is generally used when a researcher has multiple questions with likert scale in a survey/questionnaire to determine if the scale is reliable. In the psychometric test, most descend in the range of 0.75 to 0.83 with at least one asserting a Cronbach"s alpha up to 0.90.

Table 3 Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

The reliability analyzing in this research was by using Ms. Excel. As a result, the questionnaire has internal consistency 0,86. It means that the items

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[44] Saefudin Azwar, Reliabilitas dan Validitas, (Yogyakarta: Pustaka Pelajar Offset, 1997), hlm.5

have "Good" grade of internal consistency. Accordingly, the items of questionnaire were reliable.

F. Data Analysis

In this research the technique of data collection is through giving questionnaire. The using of questionnaire in this research is to get specific data about teacher and students perception. After the data conducted, the researcher would analyze the data. Robson mentioned that there are some steps to analyze the data as follow:

1. First, the researcher analyzed the data from questionnaire by using 4 values on Likert Scale that is used to measuring the mean score of teachers' perception. To obtain the mean score, each statement was developed with the value (Strongly Agree =4, Agree =3, Disagree = 2, Strongly Disagree=1), the formula is described as follow:

   Where:

   $x = (f\,SA \times 4) + (f\,A \times 3) + (f\,D \times 2) + (f\,SD \times 1)$
   f : Frequency

   SA : Strongly Agree

   A : Agree

   D : Disagree

   SD : Strongly Disagree

2. The next step is the researcher accounted its percentage of each items of questionnaire that answered by respondents. It follows the formula:

$$p = \frac{\sum Score}{Max\ Score}\ X\ 100\%$$

Where :

p : Percentage

$\sum$ Score : Total Score

Max Score : Maximum Score

3. After distinguishing the percentage of entire statements, afterward the researcher consulted it to discover the teachers perception to the following criteria: Based on the accounted with four the categories, the result of much calculation was categorized by positive, neutral and negative perception.[45] The result of data from questionnaire, it showed the percentage and then the category divided into 3 categories, there are:[46]

Table 4 Percentage Categories

Positive	:	70% - 100%
Neutral	:	60% - 69%
Negative	:	10% - 59%

[45] Ridwan. (2004). Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula, Bandung: Alfabeta, p.89

[46] Reza Mayasari. (2013). Students' Perception towardss non-English Subject at English Study Program, STAIN, Thesis, p. 36

CHAPTER IV

FINDING AND DISCUSSION

A. FINDING

To discover English teachers' perception on implementing Merdek curriculum at MAN Rejang Lebong and MAN Kepahiang, the researcher used questionnaire to the 4 respondents from each school in all grades. The questionnaire consists of 18 items. From the responses given by the teachers based on the questionnaire, the researcher found that the English teachers have positive perception on implementing Merdeka curriculum at MAN Rejang Lebong and MAN Kepahiang.

1. English Teachers' Perception on Implementing Merdeka Curriculum at MAN Rejang Lebong

Table 5. The Results of English Teachers' Perception on Implementing Merdeka Curriculum at MAN Rejang Lebong

No	Statement	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)	Total	
		1	2	3	4	Score	%
		F	F	F	F		
1	It is crucial for teachers to have an in-depth understanding of the Merdeka curriculum to	-	-	1	3	15	93%

	design learning activities that align with its core principles.					
2	The Merdeka Curriculum allows students to engage in enjoyable and intriguing English learning experiences, which boosts their motivation to learn.	-	-	2	2	14	87,5%
3	The Merdeka Curriculum focuses on student-centered learning, considering each student's needs, interests, and potential in English learning.	-	-	2	2	14	87,5%
4	In the Merdeka curriculum, teachers are free to apply diverse teaching methods that match the characteristics of their students during English lessons.	-	-	2	2	14	87,5%
5	The Merdeka Curriculum promotes the use of	-	-	1	3	15	93%

	English materials that relate to students' everyday lives, enhancing their comprehension and interest in learning.						
6	The Merdeka curriculum enables teachers to use technology as a tool in English learning, thereby improving students' digital competencies.	-	-	3	1	13	81%
7	The Merdeka curriculum requires teachers to comprehend the unique needs of each student in English learning.	-	-	2	2	14	87,5%
8	The Merdeka Curriculum urges teachers to develop a learning environment that caters to the specific needs and interests of their students.	-	1	1	2	13	81%
9	The Merdeka Curriculum advocates for the use of project-based	-	-	1	3	15	93%

	learning (PBL), which facilitates active and collaborative English learning among students.						
10	The Merdeka Curriculum highlights the need for a positive and supportive learning environment, where students feel appreciated, motivated, and encouraged to learn.	-	-	-	4	16	100%
11	The Merdeka Curriculum supports the comprehensive development of English skills.	-	-	-	4	16	100%
12	The Merdeka curriculum promotes using visual and audio media in English learning to enhance students' comprehension.	-	-	2	2	14	87,5%
13	The Merdeka Curriculum encourages teachers to offer emotional	-	-	2	2	14	87,5%

	support to students as they develop their English skills.					
14	The Merdeka curriculum promotes increasing creativity in English learning, such as through creating interpretations or projects based on the material.	-	-	2	2	14	87,5%
15	The Merdeka curriculum advocates providing constructive feedback to aid students in enhancing their English skills.	-	-	1	3	15	93%
16	In the Merdeka Curriculum, teachers help students select learning methods that align with their individual learning styles.	-	-	2	2	14	87,5%
17	Teachers exemplify good practices in learning and show the significance of English in daily life within the	-	-	-	4	16	100%

	framework of the Merdeka curriculum.					
18	Develop suitable assessment methods to gauge students' progress in English skills.	-	-	1	3	15	93%

The survey findings highlight several key aspects of the Merdeka curriculum. For **Statement 1**, 93% of respondents agree or strongly agree that teachers need an in-depth understanding of the curriculum to align learning activities with its principles. Regarding **Statement 2**, 87.5% acknowledge that the curriculum makes English learning enjoyable and intriguing, which enhances student motivation. **Statement 3** reveals that 87.5% of respondents support the emphasis on student-centered learning, addressing individual needs, interests, and potential. Similarly, **Statement 4** shows that 87.5% agree that teachers should use diverse teaching methods suitable for their students. For **Statement 5**, 93% highlight the importance of using materials related to students' daily lives to improve comprehension and engagement, while **Statement 6** indicates that 81% agree the curriculum encourages integrating technology to enhance digital skills.

Furthermore, **Statement 7** shows 87.5% believe teachers must understand each student's unique needs in learning English, and **Statement 8** confirms that 81% agree on the necessity of creating tailored learning

environments. For **Statement 9**, 93% agree that project-based learning (PBL) fosters active and collaborative English learning, while **Statement 10** and **Statement 11** both reflect unanimous agreement (100%) on the importance of a positive and supportive learning environment and comprehensive development of English skills, respectively. Additionally, **Statement 12** reveals 87.5% of respondents believe visual and audio media enhance comprehension during lessons, while **Statement 13** highlights that 87.5% support providing emotional support to students.

In **Statement 14**, 87.5% agree that the curriculum fosters creativity through projects and material interpretations, and **Statement 15** indicates 93% see constructive feedback as vital for improving English skills. **Statement 16** shows 87.5% agree that teachers should guide students in selecting methods suited to their learning styles, while **Statement 17** reflects a unanimous agreement (100%) that teachers should demonstrate good practices and the relevance of English in daily life. Finally, for **Statement 18**, 93% agree that developing suitable assessment methods is crucial for measuring students' progress in English skills.

2. **English Teachers' Perception on Implementing Merdeka Curriculum at MAN Kepahiang**

Table 6. The Results of English Teachers' Perception on Implementing Merdeka Curriculum at MAN Kepahiang

No	Statement	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)	Total	
		1	2	3	4	Score	%
		F	F	F	F		
1	It is crucial for teachers to have an in-depth understanding of the Merdeka curriculum to design learning activities that align with its core principles.	-	-	2	2	14	87,5%
2	The Merdeka Curriculum allows students to engage in enjoyable and intriguing English learning experiences, which boosts their motivation to learn.	-	-	-	4	16	100%
3	The Merdeka Curriculum focuses on student-centered learning, considering each student's needs, interests, and potential in English learning.	-	-	1	3	15	93%

4	In the Merdeka curriculum, teachers are free to apply diverse teaching methods that match the characteristics of their students during English lessons.	-	-	2	2	14	87,5%
5	The Merdeka Curriculum promotes the use of English materials that relate to students' everyday lives, enhancing their comprehension and interest in learning.	-	-	1	3	15	93%
6	The Merdeka curriculum enables teachers to use technology as a tool in English learning, thereby improving students' digital competencies.	-	-	2	2	14	87,5%
7	The Merdeka curriculum requires teachers to comprehend the unique needs of each student in English learning.	-	-	2	2	14	87,5%

8	The Merdeka Curriculum urges teachers to develop a learning environment that caters to the specific needs and interests of their students.	-	-	2	2	14	87,5%
9	The Merdeka Curriculum advocates for the use of project-based learning (PBL), which facilitates active and collaborative English learning among students.	-	-	1	3	15	93%
10	The Merdeka Curriculum highlights the need for a positive and supportive learning environment, where students feel appreciated, motivated, and encouraged to learn.	-	-	2	2	14	87,5%
11	The Merdeka Curriculum supports the comprehensive development of English skills.	-	-	2	2	14	87,5%

12	The Merdeka curriculum promotes using visual and audio media in English learning to enhance students' comprehension.	-	-	1	3	15	93%
13	The Merdeka Curriculum encourages teachers to offer emotional support to students as they develop their English skills.	-	-	-	4	16	100%
14	The Merdeka curriculum promotes increasing creativity in English learning, such as through creating interpretations or projects based on the material.	-	-	2	2	14	87,5%
15	The Merdeka curriculum advocates providing constructive feedback to aid students in enhancing their English skills.	-	-	2	2	14	87,5%
16	In the Merdeka Curriculum,	-	-	1	3	15	93%

	teachers help students select learning methods that align with their individual learning styles.						
17	Teachers exemplify good practices in learning and show the significance of English in daily life within the framework of the Merdeka curriculum.	-	-	2	2	14	87,5%
18	Develop suitable assessment methods to gauge students' progress in English skills.	-	-	1	3	15	93%

Based on the table above, it shows that **Statement 1** has **87.5%** of respondents agree or strongly agree that teachers need a deep understanding of the Merdeka curriculum to design effective learning activities. In **statement 2,** it has **100%** of respondents strongly agree that the Merdeka curriculum facilitates enjoyable and intriguing English learning experiences, boosting student motivation. In **statement 3**, it has **93%** of respondents agree or strongly agree that the curriculum focuses on addressing students' needs, interests, and potential in English learning. **Statement 4** with **87.5%** of respondents agree or strongly agree that teachers are free to apply diverse

teaching methods based on students' characteristics. **Statement 5**, **93%** of respondents agree or strongly agree that the curriculum promotes using materials related to students' everyday lives to improve understanding and interest. **Statement 6** stated that **87.5%** of respondents agree or strongly agree that the curriculum encourages using technology to enhance digital literacy during English learning. **Statement 7**, **87.5%** of respondents agree or strongly agree that teachers must understand and address students' unique learning needs. **Statement 8** shows that **87.5%** of respondents agree or strongly agree that the curriculum promotes creating learning environments tailored to students' needs and interests. **Statement 9** proves that **93%** of respondents agree or strongly agree that the curriculum advocates for active and collaborative learning through PBL. **Statement 10, 87.5%** of respondents agree or strongly agree that the curriculum emphasizes the importance of a positive and supportive learning environment. **Statement 11** shows that**, 87.5%** of respondents agree or strongly agree that the curriculum supports the holistic improvement of English skills. **Statement 12, 93%** of respondents agree or strongly agree that the curriculum promotes using visual and audio media to enhance comprehension. **Statement 13** displays that **100%** of respondents strongly agree that the curriculum encourages teachers to provide emotional support during students' English learning process. **Statement 14** shows that **87.5%** of respondents agree or strongly agree that the curriculum encourages creative approaches, such as material-based projects. **Statement**

15, 87.5% of respondents agree or strongly agree that providing constructive feedback is vital for improving students' English skills. **Statement 16, 93%** of respondents agree or strongly agree that teachers should assist students in selecting learning techniques that match their individual preferences. **Statement 17, 87.5%** of respondents agree or strongly agree that teachers should exemplify good practices and demonstrate the relevance of English in daily life. **Statement 18, 93%** of respondents agree or strongly agree that suitable assessments are necessary to gauge students' progress in English skills.

The results of the research clearly show that English teachers have a solid grasp of the Merdeka Curriculum. Their responses to the questionnaire reflect a positive outlook, with the majority agreeing or strongly agreeing with the given statements. This indicates that teachers not only comprehend the principles of the curriculum but also actively support its implementation to improve students' English proficiency.

The Merdeka Curriculum's emphasis on a student-centered approach, its attention to individual students' needs, interests, and potential, as well as the incorporation of English materials relevant to daily life, are key aspects contributing to this favorable perception. Participants assessed 18 statements in the questionnaire using a Likert scale ranging from 1 to 4, achieving a maximum possible score of 100. These findings affirm that teachers hold a constructive attitude toward the curriculum's application in English education. Their

perspective is further strengthened by their thorough understanding of the curriculum and their commitment to adopting teaching strategies that promote active student involvement and foster a greater enthusiasm for learning English.

B. DISCUSSION

The implementation of the Merdeka Curriculum at MAN Rejang Lebong and MAN Kepahiang has elicited diverse perceptions among teachers. Perception, as described by Simbolon, is the process by which individuals organize and interpret sensory input to create meaning within their environment.[47] This study specifically explored the perceptions of English teachers across all grade levels in these schools regarding the application of the Merdeka Curriculum in English learning. The findings indicate predominantly positive perceptions, as reflected in the questionnaire responses, where the majority of teachers agreed with the provided statements.

These results align with prior research. Safitri and Kusumaningtyas observed that teachers in Indonesia generally view the Merdeka Curriculum positively, particularly appreciating its focus on student-centered learning and engaging teaching strategies.[48] Similarly, Fitri highlighted that secondary school

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[47] Simbolon, M. (2007). Persepsi Dan Kepribadian. Jurnal Ekonomis, 1(1), Article 1. https://doi.org/10.58303/jeko.v1i1.516

[48] Safitri, I., & Kusumaningtyas, D. (2023). English Teachers' Perception On The Implementation Of Merdeka Curriculum At Private Vocational High School. Saputra, F. (2023). Implementation Of The Merdeka Curriculum: Emotional Intelligence, Konsep Diri Dan Pola Belajar. JPKN, 1(1). Https://Doi.Org/10.38035/Jpkn.V1i1

teachers in Indonesia not only understand the curriculum well but also recognize the significance of addressing students' unique learning needs.[49]

The survey data in this research further revealed that teachers demonstrated a strong understanding of the curriculum's implementation, enabling them to delve deeper into its application. Teachers acknowledged the benefits of reduced content, which helps streamline the teaching process and benefits both educators and students. They also appreciated the flexibility to adapt the learning process to align with students' characteristics and needs. These positive perceptions are instrumental in ensuring the successful implementation of the Merdeka Curriculum at MAN Rejang Lebong and MAN Kepahiang.

This finding corroborates the work of Hadiansah, who identified six key components of teachers' perceptions of the Merdeka Curriculum: its introduction, core advantages, principles of design and implementation, directions of change, structural framework, and its impact on teacher workload and linearity arrangements.[50] The overall perception was moderate, indicating both strengths and areas for further development.

Teachers also expressed strong support for the curriculum's emphasis on fostering student creativity and participation. They agreed that the Merdeka Curriculum enhances classroom dynamics by encouraging active student

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[49] Fitri, W. A. (2024). An Analysis Of Student's Perception About Kurikulum Merdeka In Teaching Reading English (Doctoral Dissertation, Universitas Bina Bangsa Getsempena).

[50] Hadiansah, D. (2022). *Kurikulum merdeka dan paradigma pembelajaran baru*. Bandung: Yrama Widya.

involvement and creativity. This framework provides students with greater opportunities to explore innovative ideas and solutions.[51]

Furthermore, English teachers at MAN Rejang Lebong and MAN Kepahiang are well-acquainted with the integration of technology in teaching and learning activities. Technology has proven to simplify the delivery of materials and enable students to access information independently. As noted by Rambung et al., technology is a critical tool in promoting independent learning through online platforms, digital resources, and collaborative tools.[52] However, the successful integration of technology requires continuous teacher development to ensure proficiency with digital tools and adequate infrastructure support from schools. Without equitable access to technological resources, disparities in learning outcomes could emerge.[53]

Finally, the implementation of the Merdeka Curriculum also introduces a balanced approach to assessment, dividing it into formative and summative assessments. According to Kurka, as cited in Budiono and Hatip (2023), the new paradigm emphasizes formative assessments, which can provide valuable insights

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[51] Syahbana, A., Asbari, M., Anggitia, V., & Andre, H. (2024). Revolusi Pendidikan: Analisis Kurikulum Merdeka Sebagai Inovasi Pendidikan. *Journal of Information Systems and Management (JISMA)*, 3(2), Article 2. https://doi.org/10.4444/jisma.v3i2.935

[52] Rambung, O. S., Sion, S., Bungamawelona, B., Puang, Y. B., & Salenda, S. (2023). Transformasi Kebijakan Pendidikan Melalui Implementasi Kurikulum Merdeka Belajar. *JIP: Jurnal Ilmu Pendidikan*, 1(3), Article 3.

[53] Ibid

for improving future learning processes.[54] This approach allows for ongoing refinement of teaching methods to better meet students' needs.

Thus, based on the findings and discussion of this research, it can be concluded that the English teachers at MAN Rejang Lebong and MAN Kepahiang have a positive perception of the implementation of the Merdeka Curriculum. The English teachers felt that the Merdeka Curriculum could facilitate the teaching system, provided they understand how the curriculum operates.

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[54] Budiono, A. N., & Hatip, M. (2023). Asesmen Pembelajaran Pada Kurikulum Merdeka. Jurnal Axioma: *Jurnal Matematika Dan Pembelajaran*, 8(1), Article 1. https://doi.org/10.56013/axi.v8i1.2044

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

The analysis of the research data reveals that the English teachers at MAN Rejang Lebong and MAN Kepahiang hold a moderate view regarding the implementation of the Merdeka Curriculum. They exhibit a strong understanding of the various stages involved in its application, which allows them to further enhance its practice. Additionally, these teachers demonstrate a clear grasp of independent learning principles and acknowledge the benefits of content reduction, which serves the interests of both teachers and students. The learning process, which is adapted to the specific needs and characteristics of the students, is another positive aspect. These favorable perceptions play a crucial role in the successful adoption of the Merdeka Curriculum at both MAN Rejang Lebong and MAN Kepahiang.

B. SUGGESTION

This research examines the perceptions of English teachers regarding the implementation of the Merdeka Curriculum in English learning. The findings of this study may serve as a valuable reference for future researchers interested in exploring the impact of the Merdeka Curriculum on students' proficiency in the English language.

A

No	Statement	Strongly Disagree (SD) 1	Disagree (D) 2	Agree (A) 3	Strongly Agree (SA) 4
1	It is crucial for teachers to have an in-depth understanding of the Merdeka curriculum to design learning activities that align with its core principles.				
2	The Merdeka Curriculum allows students to engage in enjoyable and intriguing English learning experiences, which boosts their motivation to learn.				
3	The Merdeka Curriculum focuses on student-centered learning, considering each student's needs, interests, and potential in English learning.				
4	In the Merdeka curriculum, teachers are free to apply diverse teaching methods that match the characteristics of their students during English lessons.				
5	The Merdeka Curriculum promotes the use of English materials that relate to students'everyday lives, enhancing their comprehension and interest in learning.				
6	The Merdeka curriculum enables teachers to use technology as a tool in English learning, thereby improving students'digital competencies				
7	. The Merdeka curriculum requires teachers to comprehend the unique needs of each student in English learning.				
8	The Merdeka Curriculum urges teachers to develop a learning environment that caters to the specific needs and interests of their students				
9	. The Merdeka Curriculum advocates for the use of project-based learning (PBL),which facilitates active and collaborative English learning among students.				
10	The Merdeka Curriculum highlights the need for a positive and supportive learning environment where students feel appreciated, motivated, and encouraged to learn.				
11	The Merdeka Curriculum supports the comprehensive development of English skills				
12	.				

Table 2. The **Questionnaire Blueprint of English Teachers' Perception toward the** Implementation **of Merdeka Curriculum**

	visual and audio media in English learning to enhance students' comprehension.				
13	The Merdeka Curriculumencourages teachersto offeremotional support to students as they developtheir English skills				
14	The Merdeka curriculum promotes increasing creativity in English learning,such as through creating interpretations or projects based on the material				
15	The Merdeka curriculum advocates providing constructive feedback to aid students in enhancing their English skill				
16	s.In the Merdeka Curriculum,teachers help students select learning methods that align with their individual learning styles				
17	.Teachers exemplify good practices in learning and show the significance of English in daily life within the framework of the Merdeka curriculum.				
18	Develop suitable assessment methods to gauge students' progress in English skills				

(Adopted and modified from Rizaldi in Rina et al.)

Appendix 5. Results of the Research

Table 5. The Results of English Teachers' Perception on Implementing
Merdeka Curriculum at MAN Rejang Lebong

No	Statement	Strongly Disagree (SD) 1 F	Disagree (D) 2 F	Agree (A) 3 F	Strongly Agree (SA) 4 F	Total Score	%
1	It is crucial for teachers to have an in-depth understanding of the Merdeka curriculum to design learning activities that align with its core principles.		-	1	3	15	93%
2	The Merdeka Curriculum allows students to engage in enjoyable and intriguing English learning experiences, which boosts their motivation to learn.	-	-	2	2	14	87,5%
3	The Merdeka Curriculum focuses on student-centered learning,considering each student's needs, interests, and potential in English learning.	-	-	2	2	14	87,5%
4	In the Merdeka curriculum,teachers are free to apply diverse teaching methods that match the characteristics of their students during English lessons.	-	-	2	2	14	87,5%
5	The Merdeka Curriculum promotes the use of English materials that relate to students' everyday lives, enhancing their comprehension and interest in learning	-	-	1	3	15	93%
6	. The Merdeka curriculum enables teachers to use technology as a tool in English learning, thereby improving students' digital competencies		-	3	1	13	81%
7	The Merdeka curriculum	-	-	2	2	14	87,5%

No	Statement						%
	requires teachers to comprehend theunique needs of each student in English learning.						
8	The Merdeka Curriculum urges teachers to develop a learning environment that caters to the specific needs and interests of their students.	-	1	1	2	13	81%
9	The Merdeka Curriculum advocates for the use of project-based learning (PBL), which facilitates active and collaborative English learning among students.	-	-	1	3	15	93%
10	The Merdeka Curriculum highlights the need for a positive and supportive learning environment,where students feel appreciated,motivated,and encouraged to learn	-	-	-	4	16	100%
11	The Merdeka Curriculum supports the comprehensive development of English skills.	-	-	-	4	16	100%
12	The Merdeka curriculum promotes using visual and audio media in English learning to enhance students' comprehension.	-	-	2	2	14	87.5%
13	The Merdeka Curriculum encourages teachers to offer emotional support to students as they develop their English skills.	-	-	2	2	14	87,5%
14	The Merdeka curriculum promotes increasing creativityin English learning, such as through creating interpretations or projects based on the material	-	-	2	2	14	87,5%
15	.The Merdeka curriculum advocates providing constructive feedback to aid students in enhancing	-	-	1	3	15	93%

						Total	
	their English skills.						
16	In the Merdeka Curriculum,teachers help students select learning methods that align with theirindividuallearning styles.	-	2	2	14	87,5%	
17	Teachersexemplify good practicesin learning and show the significance of English in daily life within the framework of the Merdeka curriculum.	-	-	4	16	100%	
18	Develop suitable assessment methods to gauge students' progress in English skills.	-	1	3	15	93%	

Table 6. The Results of English Teachers' Perception on Implementing
Merdeka Curriculum at MAN Kepahiang

No	Statement	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)	Total	
		1	2	3	4	Score	%
		F	F	F	F		
1	It is crucial for teachers to have an in-depth understanding of the Merdeka curriculum to design learning activities that align with its core principles		-	2	2	14	87,5%
2	The Merdeka Curriculum allows students to engage in enjoyable and intriguing English learning experiences,which boosts their motivation to learn	-	-	-	4	16	100%
3	The Merdeka Curriculum focuses on student-centered learning, considering each		-	1	3	15	93%

	learning (PBL),which facilitates active and collaborative English learning among students.						
10	The Merdeka Curriculum highlights the need for a positive and supportive learning environment,where students feel appreciated,motivated, and encouraged to learn.		-	2	2	14	87,5%
11	The Merdeka Curriculum supports the comprehensive development of English skills	-	-	2	2	14	87,5%
12	The Merdeka curriculum promotes using visual and audio media in English learning to enhance students' comprehension.	-	-	1	3	15	93%
13	The Merdeka Curriculum encourages teachers to offer emotional support to students as they develop their English skills	-	-	-	4	16	100%
14	The Merdeka curriculum promotes increasing creativity in English learning, such as through creating interpretationsor projects based on the material.	-	-	2	2	14	87,5%
15	The Merdeka curriculum advocates providing constructive	-	-	2	2	14	87,5%

	feedback to aid students in enhancing their Englishskills.						
16	In the Merdeka Curriculum,teachers help students select learning methods that align with their individual learning styles.	-	-	1	3	15	93%
17	Teachers exemplify good practices in learning and show the significance of English in daily life within the framework of the Merdeka curriculum.	-	-	2	2	14	87,5%
18	Develop suitable assessment methods to gauge students'progress in English skills.	-	-	1	3	15	93%

PEMERINTAH KABUPATEN REJANG LEBONG **DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Basuki Rahmat No.10 Telp. (0732) 24622 Curup

SURATIZIN Nomor:503/385/IP/DPMPTSP/XI/2024

TENTANG PENELITIAN

KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG

Dasar: 1.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

2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor:2015/In.34/FT/PP.00.9/11/2024taniggal 19 November 2024 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama/TTL   Muhammad Haikal Pasha/Curup,06 Juli 2000
NIM   18551037

Pekerjaan   Mahasiswa

Program Studi/Fakultas   Tarbiyah/Tadris Bahasa Inggris(TBI)
Judul Proposal Penelitian   The Perception **Of English Teachers** in **Merdeka** Curriculum at **SMAN 1 Rejang Lebong"**

Lokasi Penelitian   SMA Negeri 01 Curup
Waktu Penelitian   20 November 2004 s/d 19 Februari 2025
Penanggung Jawab   Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut:a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.

b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.

d) 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 : 20 November 2024

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

PENANAMAN WODAL DAN ANAN TERPADU SATU PINTU **ZULHARNAIN,SH** ANG **Benbina** Tingkat I/IVb NIP.19751010 200704 1 001

Tembusan:1.Kepala   Badan Kesbangpol Kab.RL·
2.Wakil Dekan I Fakultas Tarbiyah Iain Curup 3.Kepala SMA Negeri 01 Curup
4.Yang Bersangkutan
5.Arsip

Nomor:332 Tahun 2023

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

Menimbang   : a. Bahwa untuk 'telancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen
Pembimbing i dan II yang be:tanggung jawab dalam penyelesaian penulisan
yang dimaksud;

h. Bahwa saudarn yang namanya tercantum dalam Surar Kepumnisan ini
dipandang cakan dan 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem
Pendidikan Nasional;mampu serta memenuhi syarat untuk diserahi tugassebagai
pembimbing I dan II;

Mengingat 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 4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001

tentang Pedoman Institut Agama Islam Negeri Curup;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

terfang Pengangkatan iektor iAIN Curup Periode 2022-2026.6.   Keputusan

Dircktur Jenderal Pendidikan Tslam Nomor:3514 Tahun 2016 Tanggal 2!oktober

2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN

Curup

7. Keputusan Restor IAIN Curup Nomor:0317 tanggal 13 Mei 2022 tentang
Pengangkatan 1.   Surat Rekomendasí dari Ketua Prodi TBI Nomor:B-
137/FT.5/PP.00.9/05/2023Dekan Fakultes Tarbiyah Institut Agama Islam Negeri
Curup.

Memperhatikan 2 Berita Acara Se minar Proposal Pada Hari Rabu,6 November
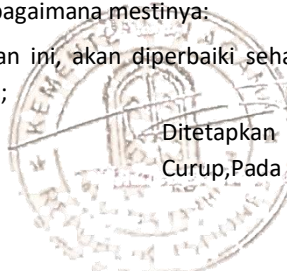2039

MEMUTUSKAN:

Menetapkan **19780224 200212 2 002**
Pertama   :1. **Jumatul Hidayah,M.Pd 2020108101**
2. **Henny Sepua Utami,M.Pd**

Dosen Institu Agama Islam Negeri (IAIN) Curup masing-masing sebagai

Pembimbing I dan II dalam penulisan skripsi mahasiswa::Muhammad Haikal

Pusha

NAMA

NIM   : **18551037**: **EFL** Teacher Perception **of Merdeka** Curriculum in

Rejang Lehong (at SMAN 01 Rejang Lehong)

Kedua   :   Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II
Kelima Keputusan ini berlaku sejak ditetapkan dan berakhir seteiah skripsi tersebut dinyatakan sah oleh IAIN Curup
dibuktikan deagar kartu bimbingan skripsi;

Ketiga   Pembimbing : bertugas membimbing dan mengmalkan hal-bhal yang berkanan-dengan
atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan;
substansi dan konten skripsi. Untuk pembimbing II bertugas dan
Ketujeh   mengarahkan dalam penggunaan bchasa dan metodologi penulisan;

Keempat   Kepada masi-g-masing pembinthing diberi honorarhmm sesuai dengan peraturan yang
berlaku;Surat Keputusan ini disampaikan kepada yang hersangkutan untuk

diketahui dan dilaksanakas scbagaimana mestinya:

Keenam Apabila terdapat kekeliran dalam surat keputusan ini, akan diperbaiki sehagaimana mestinya
sesilai peraturan yang berla ku;

Ditetapkan   di

Curup,Pada

tanggal 22 Mei 2023

0014A/

Hamengkubuwono

Tcmhoest
1. Rektor
2. Bendahara IAIN Curup;3. Kabag Akademik kcmahasiswaan dan herja sasa
4 Malasiswa yung berbanghutan.

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