

**ANALYSIS OF TEACHER BARRIERS IN IMPLEMENTING
MERDEKA CURRICULUM IN TEACHING ENGLISH
AT UPT SMPN 1 SABBANG SELATAN**

A Thesis

*Summited to the English language Education of Postgraduate Program of State
Islamic Institute of Palopo to Conduct Thesis to Completing Master Level English
Studies*



IAIN PALOPO

Written By;

**WAHYUSI
NIM. 2305040009**

**ENGLISH LANGUAGE EDUCATION
POSTGRADUATE PROGRAM
STATE ISLAMIC INSTITUTE OF PALOPO
2024**

**ANALYSIS OF TEACHER BARRIERS IMPLEMENTING
MERDEKA CURRICULUM IN TEACHING ENGLISH
AT UPT SMPN 1 SABBANG SELATAN**

A Thesis

*Summited to the English language Education of Postgraduate Program of State
Islamic Institute of Palopo to Conduct Thesis to Completing Master Level Studies*



IAIN PALOPO

Written By;

WAHYUSI

NIM. 2305040009

Supervised by;

- 1. Dr. Masruddin, S.S., M.Hum.**
- 2. Dr. Wisran, S.S., M.Pd.**

**ENGLISH LANGUAGE EDUCATION
POSTGRADUATE PROGRAM
STATE ISLAMIC INSTITUTE OF PALOPO
2024**

STATEMENT OF ORIGINALITY

1. Who under Signature below,

Name : Wahyusi
Nim : 2305040009
Study Program : English Language Education Study Program
Department : Post-Graduate Program IAIN Palopo

With awareness and consciousness state exactly that

1. That thesis manuscript that I submit to be tested for similarity/ plagiarism with the Turnitin application is authentic, without deliberate manipulation to truck the application.
2. All part of the thesis are my own works excepts the citation, whose original source has been reported, all mistakes or errors in are my area my responsibility.
3. If this statement is later found to be untrue, I am willing to accept administrative sanctions and forfeit the academic degree I have earned.

In the end, statement is made truthfully and to be used in accordance with purposes.

Palopo, 6th of May 2025



Wahyusi
NIM.2305040009

THESIS APPROVAL

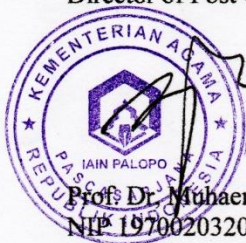
Master's thesis entitle "Analysis of the Teacher Barriers in Implementing Merdeka Curriculum in Teaching English at UPT SMPN 1 South Sabbang" written by Wahyusi, identification number is 2305040009, the student of IAIN Palopo Postgraduate English Language Study Program, which has been examined in the *Munaqasah* session of the research on Tuesday, 06th of May 2025 which coincide with 08 Dzulqaidah 1446 H, and accepted as a requirement for obtaining a master's degree in field of English Language (Master of Education).

Palopo, 7th May 2025

EXAMINER TEAM

1. Prof. Dr. Muhaemin, M.A	Chairman of the Session	(.....)
2. Dewi Furwana, S.Pd.I.,M.Pd	Secretary of the session	(.....)
3. Prof. Dr. Sahraini., M.Hum	Examiner 1	(.....)
4. Dr. Magfirah Thayyib, S.S., M.Hum	Examiner II	(.....)
5. Dr. Masruddin, S.S., M.Hum.	Supervisor 1	(.....)
6. Dr. Wisran, S.S., M.Pd.I.	Supervisor II	(.....)

Approved by
Director of Post Graduate Program The head of English Language Study Program



Prof. Dr. Muhaemin, M.A
NIP 197002032005011 006



Dr. Wisran, S.S., M.Pd.
NIP 19720611 20003 1 001

KNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَعَلَى آلِهِ
وَصَحْبِهِ أَجْمَعِينَ (أَمَّا بَعْدُ)

In the name of Allah, the Most Gracious and Most Merciful. All praise is due to Allah name of Allah swt, the Beneficent and Merciful. All praise are to Allah, Lord of all creation, who has granted strength and health to the research. under the title *“Analysis of Teachers' Barriers in Implementing Merdeka Curriculum in Teaching English at UPT SMPN 1 Sabbang Selatan”* after going through a fairly long process. May blessing and peace be upon our Prohet Muhammad (SAW), his family, companions, and all his followes until the end of the time. This thesis has been prepared to fulfill the requirements for attainment of master’s degree in the English Tadris study program at State Islamic Istitute (IAIN) Palopo. While this work may not be perfect, it has been completed with the support, guidance, and encouragement of many individuals. Consequently, the author wishes to express profound gratitude, with utmost sincerity, to:

1. Dr.Abbas Langaji, M.Ag. as a rector of IAIN Palopo, Dr. Munir Yusuf ,M.Ag.as a vice Rektor 1, Dr. Masruddin., M.Hum.as a vice Rektor II. And Dr. Mustaming., S.Ag. as vice Rektor III.
2. Dr. Muhaemin, M.A. as director of the IAIN Palopo postgraduate Program Dr. Helmi Kamal, MH.as a vice of director of Postgraduate Studies at IAIN

Palopo.

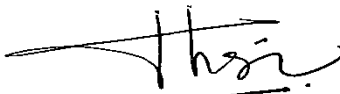
3. Dr. Wisran, S.S.,M.Pd. as Head of English Language Education Postgraduate Program at IAIN Palopo, Dewi Furwana,S.Pd.I.,M.Pd. as a Secretary of English Language Education Postgraduate Program at IAIN Palopo, along with Ardilah Adriyani, S.Pd. as staff of English Language Education Postgraduate Program at IAIN Palopo who have provided a lot of help and guidance in completing the thesis.
4. Dr. Masruddin, S.S., M. Hum., and Dr. Wisran, S.S., M.Pd., serving as Supervisor I and Supervisor II respectively, have dedicated considerable time to offering guidance, insights, and direction throughout the thesis completion process.
5. All lectures and staff of IAIN Palopo who have educated the author while at IAIN Palopo and provided assistance in compiling this thesis.
6. Dr.Magfirah Thayyib.,M.Hum as lecturer who help me to validate my Instrument.
7. Isnaningsih, S.Pd.,M.Pd. as a Headmaster, all the English teacher, and all the students of Class VII.1, VII4 and VIII.2. at UPT SMPN 1 Sabbang Selatan who have provided the writer with the opportunity and cooperation in the process of completing the research.
8. I would like to express my heartfelt gratitude to my esteemed father, Sarjiono, whose unwavering support and prayers have been instrumental in my

commitment to completing my college assignments. Additionally, I extend my thanks to my brothers for their constant encouragement.

9. Especially to my beloved mother who saw me from Heaven, Marini, big thanks always support and pray for me, love you so much and miss you so much.
10. Dedicated to the individual I cherish deeply, my partner and my closest companion. my beloved husband. Muhtarul Hadi, S.A.g.,M.Pd. Thank you for always supporting and loving me.
11. To all my esteemed colleagues and fellow students of the 2023 IAIN Palopo postgraduate English Tadris Study Program, particularly those in the non-regular TBI Class and the regular Class, I extend my heartfelt appreciation for the remarkable enthusiasm and camaraderie you have demonstrated in the preparation of their theses.

Hopefully what we do is worthy of in the sight of Allah swt, and all the effort we make will be easier by Him, Aamiin.

Palopo, 6th Januari 2025



Wahyusi

TABLE OF CONTENT

COVER PAGE	i
TITLE OF PAGE	ii
STATEMENT ORIGINALITY	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENT	vii
LIST OF TABLE.....	ix
LIST OF PICTURE	x
LIST OF FIGURE.....	xi
ABSTRACT	xii
CHAPTER I: INTRODUCTION	1
A. Background of the Research	1
B. Scope of The Research	7
C. Problem of the Research	8
D. Objectives of the Research	8
E. Significance of the Research	8
CHAPTER II: LITERATURE REVIEW	10
A. Previous Research	10
B. Theoretical Description	18
C. Theoretical Framework	47
CHAPTER III: RESEARCH METHOD	49
A. Type of the Research.....	49
B. Focus of the Research	50
C. Definitions of Key Terms.....	50
D. Setting of the Research.....	53
E. Data and Resource of Data.....	53
F. Instrument of the Research.....	54
G. Methods for Data Collection	62
H. Techniques the Data Analysis	66
CHAPTER IV: FINDINGS AND DISCUSSION.....	71
A. Research Result	71
1. General Descriptions of Research Location	71
2. Analysis of the Result of the Validity and Reability of Research Intruments.....	72
3. The Implementations of Merdeka Curriculum in Teaching English in the Seventh and Eighth Classes	72

4. The Berriers of the Teachers in Implementing Merdeka Curriculum in Teaching English at UPT SMPN 1 Sabbang Selatan	80
B. Discussion of Research Result	89
CHAPTER V: CONCLUSIONS AND SUGGESTIONS	100
A. Conclusions	100
B. Suggestion	101
REFERENCES	
APPENDIXES	

LIST OF TABLE

Table: 3.1. Guideline of Observation.....	70
Table: 3.2. Guideline of Interview	73
Table: 3.3. Guideline of Document.....	74
Tabel: 3.4. Validator's name.....	78
Tabel: 3.5. list of teacher's problem.....	78
Tabel: 3.6. List of Environmental Context Barriers	85
Tabel: 3.7. List of Skill Barriers	87
Tabel: 3.8. List of knowledge Barriers	88

LIST OF PICTURE

Picture: 1.1. Conceptual Framework Chart.....	65
Picture: 1.1. Observation to the first English Teacher	69
Picture: 1.1. Observation to the third English Teacher	91

LIST OF FIGURE

Figure: 3.1. Triangulation with three data collection techniques.....	79
Figure: 3.2 Elements of Interactive Analysis Model	80

ABSTRACT

WAHYUSI, 2024. *“Analysis of Teachers' Barriers in Implementing Merdeka Curriculum in Teaching English at UPT SMP Negeri 1 Sabbang Selatan”*. Thesis of English Language Education study, Postgraduate Program, State Islamic Institute of Palopo Supervised by: Dr, Masruddin, S.S., M.Hum as the first consultant and Dr. Wisran, S.S., M.Pd. as the second consultant.

This thesis discusses Teachers Barriers in Implementing Merdeka Curriculum in teaching English at UPT SMPN 1 Sabbang Selatan, north Luwu Regency. This research aims to know the Teacher's barriers in implementing Merdeka Curriculum in teaching English. This research used qualitative descriptive method. The informant of the research was three English teachers who taught seventh and eight classes at UPT SMPN 1 Sabbang Selatan, The collecting of the data used observation, data display, and drawing conclusions. The methodological triangulation used the validity of the data. The results of the research were: 1) the implementation Merdeka Curriculum in learning English by carrying out the learning process in one meeting in each class and English teachers. There are three activities: Planning, implementing and evaluating activities. 2) The barriers faced by English teacher are divided into two categories: Barriers implementations Merdeka curriculum and the three top barriers teachers face: environment context barriers, skill barriers and knowledge barriers. Barriers in implementing Merdeka curriculum includes: still many students to be passive, teachers didn't understand well Merdeka curriculum and lack of time management, limited references or contents learning. The three top barriers including: 1. Environmental context barriers: In term of administrative and ineffective classroom situations, 2. Skill barriers: The lack of teachers understanding in Merdeka Curriculum and 3. Knowledge Barriers : The lack of variety learning method.

Keywords: *English Teachers Barriers, Implementing Merdeka Curriculum, Teaching English, Upt Smpn 1 Sabbang Selatan.*

CHAPTER 1

INTRODUCTION

A. Background of the Research

The Merdeka curriculum was implemented to streamline the educational system, emphasizing key subjects and the character development of students. Its main features include: 1) project-based learning, activities that help students profile. 2) Give specific attention to content that is necessary in order to give kids ample opportunity to learn, particularly, literacy and numeracy. 3) Increase acquire computer skills and attributes consistent with the Pancasila learning flexibility in learning, allowing educators to tailor activities to students' abilities and skills and adapt materials to local contexts and contents.¹ Even though Indonesia's curriculum have undergone a number of revision since it was first developed, the English language course is still regarded as a required subject.

The primary aim of the special curriculum is to enhance the quality of education in Indonesia and cultivate a future generation of motivated, resilient, and globally-minded students. As the result, the competences, flexible learning implementation, and Pancasila students' character comprise the substance of the Merdeka Curriculum. Nevertheless, the ideas, teaching units, students and teachers are flexible in creating the studying process. Educational institutions are also urged to engage in collaboration with a range of stakeholders, including industries, universities, educators, and local communities, in order to attain

¹ Usman Usman and others, 'Project to Strengthen Pancasila Student Profile as an

defined learning objectives.² The Merdeka curriculum has been specifically crafted to assist students in their development in alignment with their interests, talents, potentials, and inherent needs. It also overcomes some inherent problems in the quality of Indonesia's population and educational problems that have become a problem so far. In addition, students can play the role of subjects and change agents in the educational process. The implementation is not as simple as it seems, however, to achieve the objectives of national education within independent courses, numerous issues require clarification and resolution.

The first challenge for teachers is to perceive the complexity of the Merdeka curriculum. The second issue pertains to teachers' proficiency in utilizing digital technology resources. To enhance the learning process within the science and technology-oriented national curriculum, it is essential to bolster the integration of digital technology. This will support educators across all subjects, particularly in the exploration and utilization of diverse educational resources. An educator specializing in learning services, particularly in identifying and utilizing a variety of educational resources.³ On the other hand, teachers have problems integrating the special curriculum into the learning process.⁴ The Special Curriculum is a government enterprise aimed at increasing the educational achievement in Indonesia, which has brought a new lease of life to the education sector. However,

² Aulia Kusuma Madani, 'English Teachers' Problems in Implementing Merdeka Curriculum At Tenth Grade of Smk Negeri 1 Tonjong Brebes Regency', 2024.

³ Fahrani Reza, Zuliati Rohmah, and Nur Nabilah Abdullah, 'Challenges in Implementing Kurikulum Merdeka for EFL Teachers', *JEELS (Journal of English Education and Linguistics Studies)*, 10.2 (2023), pp. 439–69, doi:10.30762/jeels.v10i2.1899.

⁴ Ahmad Mukhibin and Bashirotn Nafidhoh, 'The Teacher's Barriers in Teaching Math in Implementing Merdeka Curriculum: Systematic Literature Review', *Jurnal Ilmiah Pendidikan Matematika Al Qalasadi*, 7.2 (2023), pp. 127–37, doi:10.32505/qalasadi.v7i2.7152.

the realization of the curriculum in practice particularly in the English subject still faces various barriers. The main aim of this study is to investigate the difficulties faced by teachers in the application of the Curriculum Merdeka at UPT SMPN 1 Sabbang Selatan. By understanding these barriers, it is hoped that the right solutions can be found according to the requirements of independent courses and the effectiveness of English teaching can be improved."

There have been some researchers prove that the teachers have barriers in implementing Merdeka Curriculum as researchers point out: The challenges teachers face when implementing Merdeka curriculum include lesson design, delivery, media use, classroom management, and learning assessment.⁵ Educators encounter numerous barriers when applying the Merdeka curriculum. These barriers encompass challenges in creating teaching modules, effectively employing information and communication technology (ICT), evaluating student performance, as well as insufficient training and inadequate school facilities. Additionally, teachers also struggle with catering to students' diverse abilities and low levels of motivation. Furthermore, the study also recognized the endeavors of English teachers to address these challenges.⁶ The main barriers in executing the Merdeka curriculum for English education lies in understanding and adapting to the varied personalities and learning preferences of students, which will have an

⁵ Septrida Fitra and Yuli Tiarina, 'An Analysis of English Teachers ' Challenges in Implementing Merdeka Curriculum at SMAN 3 Solok Selatan', *Journal of English Language Teaching*, 12.3 (2023), pp. 794–803, doi:10.24036/jelt.v12i3.124742.

⁶ *Ibid.* Aulia Kusuma Madani, (2024)

impact on determining an effective model for teaching English.⁷ Some teacher's barriers in implementing Merdeka Curriculum are fund Constraints, Recognition Constraints, the majority of students don't contribute in participating in workshops or discussions related to the preparation of curriculum implementation in the Department⁸. The English teachers encountered several barriers while implementing the Merdeka curriculum. The issues encompassed a limited comprehension of the varied characteristics of the students and insufficient resources to facilitate English language acquisition, the necessity for a shift in parental attitudes towards the curriculum, and a general lack of comprehension regarding the Merdeka curriculum.⁹ Teachers' barriers to implementing the Merdeka curriculum illustrate aspects of teachers' comprehension of the philosophy and goals of the independent curriculum include: aspect of pedagogic skills, aspect teachers technology readiness, aspects collaborations between teachers, administrative support aspect, parental participations aspects, and resource availability aspect.¹⁰ Another researcher has identified that teachers encounter obstacles when implementing the Merdeka curriculum. These challenges encompass understanding the curriculum, familiarization with it, the quality of instruction, the execution of specific subjects, and the preparedness of

⁷ Indah Lestari, 'The English Teacher's Perspective and Challenge on Implementing Merdeka Curriculum', *RETORIKA: Jurnal Ilmu Bahasa*, 9.3 (2023), pp. 331–39.

⁸ Listriyanti Palangda and others, 'Analysis of Barriers to Implementation of the Independent Curriculum Study the Merdeka Campus in the Department Economic Education Manado State University', *International Journal of Multidisciplinary Approach Research and Science*, 1.02 (2023), pp. 125–32, doi:10.59653/ijmars.v1i02.64.

⁹ Heri Riskianto, Surono Surono, and lin Inawati, 'Teaching English Based on The Kurikulum Merdeka at Muhammadiyah Junior High Schools in Yogyakarta: The Teachers' Implementation and Perception', *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 6.11 (2023), pp. 9090–98, doi:10.54371/jiip.v6i11.2869.

¹⁰ *Ibid.* Fahrani Reza, Rohmah, and Abdullah, 'Challenges in Implementing Kurikulum Merdeka for EFL Teachers'.(2023)

educators.¹¹ Barriers that teachers face when apply the Merdeka Curriculum include: The difficulties faced in the educational setting include difficulties in understanding of how to translate curriculum standards into appropriate learning objectives. The diversity of students within the classroom presents a considerable challenge. There is a scarcity of resources for the application of differentiated learning models, and inadequate facilities and infrastructure in educational institutions impede effective teaching methodologies. Moreover, teachers frequently encounter difficulties due to insufficient foundational knowledge and expertise in specific subject areas. On the other hand, this case was not clear-cut at UPT SMPN 1 Sabbang Selatan, a junior high school in the Luwu Utara district. The location was selected due to the school had implemented of the Merdeka curriculum. Furthermore, there was no research that would have revealed the teachers' barriers in this location. This suggests that there are still gaps in studies to be filled. This research seeks to identify the challenges encountered by educators at the junior high school level, particularly those at UPT SMP Negeri 1 Sabbang Selatan.

UPT SMP Negeri 1 Sabbang Selatan is among the schools that adopted the new curriculum in 2022, specifically for the seventh grade, while the eighth and tenth grades continue to follow the 2013 curriculum. Researchers are focusing on conducting research in the seventh and eighth grades. This year marks the second phase of the transition from the K-13 curriculum to the Merdeka curriculum. The

¹¹ Dukha Yunitasari, I Wayan Suastra, and I Wayan Lasmawan, 'Implementation Challenges of Merdeka Curriculum in Primary Schools', *Prisma Sains: Jurnal Pengkajian Ilmu Dan Pembelajaran Matematika Dan IPA IKIP Mataram*, 11.4 (2023), p. 952, doi:10.33394/j-ps.v11i4.8079.

effectiveness of this new curriculum will be significantly shaped by educators' views on the challenges and resources available for its implementation. Thus, it is essential for teachers to have a clear understanding of the challenges they may face and the resources available to help them effectively implement the curriculum.¹² UPT SMP Negeri 1 Sabbang Selatan an English teacher must not only guide and teach, but also it is essential to acknowledge the interests and abilities of students while addressing their needs. In contrast to previous circumstances, educators now receive backing from the government in the form of ongoing professional development. Under the revised curriculum, educators are mandated to engage in self-directed learning via the Freedom Teaching Platform offered by the government.¹³ From all the researchers above there still lack of research in junior high school.

Based on the aforementioned problem statement, the researcher will be undertaking a research study titled **“Analysis of Teachers' Barriers in Implementing Merdeka Curriculum in Teaching English at UPT SMP Negeri 1 Sabbang Selatan”**. The analysis is important to know the barriers in supporting the realization of Merdeka curriculum at SMP Negeri 1 Sabbang Selatan. The examination is essential for comprehending the challenges associated with the implementation of the Merdeka Curriculum at SMP Negeri 1 Sabbang Selatan.

¹² Noni Novitasari, Caesa Nabila, and Wulan Hikmah Fratiwi, 'Analisis Kendala Guru Dalam Menerapkan K13 Terhadap Hasil Belajar Siswa Di Sdn Pegadungan 8 Petang', *Jurnal Pendidikan Dan Sains*, 2.1 (2020), pp. 1–15 <<https://ejournal.stitpn.ac.id/index.php/bintang>>.

¹³ N. L. Ibrahim, 'Merdeka Belajar Pada Tingkat Sekolah Menengah Atas (Studi Kasus Pada SMAN 1 Telaga Biru Dan SMAN 3 Gorontalo). Pascasarjana Pendidikan Ekonomi Universitas Negeri Gorontalo, December.', December, 2022.

B. Scope of The Research

Various issues were raised during problem identification, which ultimately limited the researcher's ability to fully address and understand the constraints of the situation. The researcher limited the study to seventh and eighth grade English teachers. This study centered on the obstacles encountered by a seventh and eighth-grade English teacher at UPT SMP Negeri 1 Sabbang Selatan during the academic year 2024/2025 in effectively implementing the Merdeka curriculum. The writer focused on the theme "Describing Peoples" and "Narrative text" in the first semester. The study conducted a thorough examination of how English teachers have incorporated the Merdeka curriculum into their teaching practices. The execution of the curriculum can be categorized into three primary elements: planning, execution, and assessment of activities.

In this research, tutoring is characterized as a student-focused process that is both flexible and adaptable, designed to address the individual learning requirements of each student. Teachers have the opportunity to create meaningful learning experiences, relevant and engaging. Implementing learning represents a shift in the educational landscape and places understudies at the center of the learning handle. It stresses a holistic approach to education that focuses on developing students' skills, character and critical thinking. Assessment represents a significant departure from traditional assessment methods by taking a holistic and student-centered approach. It emphasizes the continuous monitoring of student progress, providing valuable feedback to inform instruction and Encourage students to assume responsibility for their educational journey, as a result of the study, these three obstacles to implementation were also identified.

C. Problem of the Research

In light of the background study presented earlier, the researcher has articulated the research question as follows:

1. How does the implementations of Merdeka Curriculum in learning English of the Seventh and Eight Class at UPT SMP Negeri 1 Sabbang Selatan in academic year 2024/2025?
2. What Barriers do seventh and eighth grade English teachers at UPT SMP Negeri 1 Sabbang Selatan encounter during the 2024/2025 academic year?"

D. Objectives of the Research

The main aim of this research is to deliver an in-depth analysis of the diverse barriers faced by English teachers in the seventh and eighth grades at UPT SMP Negeri 1 Sabbang Selatan during the academic year 2024/2025.

E. Significant of the Research

The significant of this study are:

1. Theoretical Significant:

The results of this research may prove to be a significant asset in guiding the formulation of the Merdeka Curriculum, especially in tackling the difficulties faced by English educators throughout the teaching and learning experience.

2. Significant of the Practical

a. For English Educators:

Enhances the responsibilities of educators in executing the Merdeka Curriculum within the English classroom by offering valuable recommendations. Additionally, this method enables teachers to engage in self-reflection regarding their practices, thereby facilitating the attainment of the objectives set forth by the Merdeka curriculum, particularly in the area of English.

b. For the students

This research improves students' understanding of the challenges faced by educators in the implementation of the Merdeka curriculum. It has the potential to motivate students to actively participate in the process of acquiring the English language.

c. For the others researchers

This study may serve as a valuable reference for other researchers interested in undertaking research on English language learning curriculum.

CHAPTER II

LITERATUR REVIEW

A. Previous Research

While writing this thesis, the researcher discovered several scholars who had a close connection to this research:

1. Fahrani Reza¹, Zuliati Rohmah, Nur Nabilah Abdullah: Research focus to investigate the challenges faced by English educators in implementing the Merdeka curriculum. In the present study, a mixed methods approach was employed to investigate the obstacles encountered by English educators in the execution of the Merdeka curriculum. The subject context are: Teacher Training and Professional Development – Lack of sufficient training for educators, Support Services and Resources – Limited access to necessary teaching resources. Teacher Self-Efficacy – Confidence issues in implementing the curriculum. Technology Integration – Inadequate IT skills for digital-based learning. Student Diversity – Differences in student backgrounds affecting learning. Financial Constraints – Budget limitations impacting curriculum execution. Differentiated Learning Strategies – Difficulty in applying tailored learning approaches. Time Management – Struggles in balancing curriculum demands with available time. The variable studies are: Independent variable : Implementation of the Merdeka Curriculum (The study investigates how this curriculum is applied in English language teaching).

Dependen variables are the Challenges Faced by English Educators. And the conclusions of this studies are: The study emphasizes the need for comprehensive teacher training, better resource allocation, and institutional support to help educators successfully implement the Merdeka Curriculum. Addressing these challenges can enhance the effectiveness of English language teaching in Indonesian schools.¹⁴

2. Justika Jusri: The research focus to explore the different obstacles faced by English educators in the application of the Merdeka curriculum. The approach utilized in this study is both descriptive and qualitative. The data gathering for this research is carried out via interviews and observations, concentrating specifically on two English educators. To analyze the findings from this study, the researcher employed notes derived from the outcomes of the interviews and observations. This documentation was utilized to pinpoint the challenges faced by educators in the execution of the Merdeka curriculum. The findings of this research indicate that English teachers face a variety of difficulties when striving to implement the Merdeka curriculum, including: 1. Challenges related to the physical readiness of English educators in executing the Merdeka curriculum. 2. Challenges related to the psychological readiness of English educators in executing the Merdeka curriculum. 3. Challenges related to the financial preparedness of English educators in executing the Merdeka curriculum. 4. The obstacles encountered by English educators in incorporating technology into the Merdeka curriculum do not diminish their

¹⁴ Reza, Rohmah, and Abdullah, 'Challenges in Implementing Kurikulum Merdeka for EFL Teachers'. ,(2024)

passion and commitment to its implementation.¹⁵

3. Syahrída Awaliyah and Yuli Tiarina: The research focus to examine the difficulties encountered by English educators in the application of the Merdeka curriculum. The approach utilized in this study was a descriptive qualitative methodology. The results indicate that the English teachers encountered five significant challenges while trying to implement the Merdeka curriculum. The implementation of the Merdeka curriculum faced five notable challenges: 1) Comprehending the new terminology associated with the curriculum, including learning outcomes (CP), learning objectives (TP), and the sequence of learning objectives (ATP). 2) Difficulties in assessment arose due to a shift in focus from traditional methods, complicating the assessment process for educators. 3) Adapting to the choice of learning style, as the learning center was different from what was used in the previous curriculum. 4) lack of an absence of necessary resources in the library, as the required books for the effective implementation of the Merdeka curriculum were not available to the teachers. 5) Unsupported IT network, which prevented teachers from accessing the Merdeka teaching platform.

To address these challenges, the educators implemented four specific strategies. The four strategies included attending webinars, searching for e-books, utilizing applications on electronic devices such as YouTube and TikTok, and Pursuing a network of support beyond the school environment when educators required access to the Merdeka teaching platform. The results of this

¹⁵ JUSTIKA SUKRI, 'ENGLISH TEACHERS' BARRIERS IN IMPLEMENTING " KURIKULUM MERDEKA" AT SMAN 6 BULUKUMBA' (MUHAMMADIYAH UNIVERSITY OF MAKASSAR, 2023).

study are intended to aid English educators in addressing the difficulties related to the implementation of the Merdeka curriculum.¹⁶

4. Febia Gina. This research focuses to provides a detailed examination of the application of the Merdeka curriculum within educational institutions. The results indicate that the implementation of this curriculum in schools has been both successful and continuous. Despite this progress, numerous challenges and impediments persist in practical application. The crucial factor for successful application of the curriculum in managing schools lies in the determination of both principals and teachers to initiate necessary alterations. As the head teacher assumes a leadership role, it is imperative that they possess the ability to influence and alter the attitude of the staff within the school. This shift in viewpoint is essential for the successful implementation of a curriculum designed to promote freedom and autonomy.¹⁷
5. Septriada Fitria and Yuli Tiarina: The research focuses to investigate the challenges faced by English educators in the application of the Merdeka curriculum. The writer utilized a descriptive qualitative approach to examine the difficulties encountered by English language educators in the application of the Merdeka curriculum. The findings identified five primary challenges. The challenges faced in the implementation of the Merdeka curriculum encompass the design of lesson plans, the delivery of lessons, utilization of

¹⁶ S Awaliyah and Y Tiarina, 'An Analysis of English Teachers' Difficulties and Strategies in Implementing Merdeka Curriculum on the Seventh Grade at SMPN 1 Panyabungan Selatan', *Journal of English Language Teaching*, 12.4 (2023), pp. 1007–15, doi:10.24036/jelt.v12i4.125529.

¹⁷ Febia Ghina Tsuraya and others, 'Implementasi Kurikulum Merdeka Dalam Sekolah Penggerak', *Jurnal Pendidikan, Bahasa Dan Budaya*, 1.1 (2022), pp. 179–88, doi:10.55606/jpbb.v1i1.860.

media, classroom management, and the assessment of learning.¹⁸

5. Neva Lionitha Ibrahim. This research focus to determine the barriers to the implementation of Merdeka Curriculum. It utilizes descriptive research methodologies with a focus on qualitative analysis. The study examines two distinct categories of indicators: 1) Internal factors, which encompass student motivation, attitudes, and interests, and 2) External factors, which involve parental support, leadership from the principal, school facilities, educational systems, learning resources, and the competence of teachers. The study concludes that the implementation of the Merdeka Curriculum faces various internal and external barriers. Key challenges include low student motivation, lack of parental support, inadequate school facilities, limited learning resources, time constraints, and insufficient teacher competence and training. These obstacles differ across schools depending on their specific conditions. The research suggests that the Ministry of Education and policymakers should enhance teacher training, improve resource allocation, and provide clearer implementation guidelines to ensure the curriculum's success.¹⁹
6. Andra Saputra, Nurhizrah Gistituati, Ambiyar, Alwen Bentri, Ishak Aziz and Abna Hidayati: This research focuse to investigate the obstacles that educators face when implementing the independent curriculum in middle school settings. A qualitative survey methodology is utilized, incorporating a case study framework. The result show that aspects of teacher understanding

¹⁸ Ibid. Seprida Fitra and Yuli Tiarina, (2022)

¹⁹ Ibid. N.L. Ibrahim, 'Merdeka Belajar pada Tingkat Sekolah Menengah Atas (Studi Kasus Pada SMAN 1 Telaga Biru Dan SMAN 3 Gorontalo). Pascasarjana Pendidikan Ekonomi Universitas Negeri Gorontalo, December.',(2022)

of the philosophy and objective of the independent curriculum with a percentage of 83.60%, aspects of teacher pedagogical skills with a percentage of 85.20%, aspects of teacher technology readiness with a percentage of 79.33%, aspects of collaboration between teachers with a percentage of 84.27%, administrative support aspect with a percentage of 85.73%, parental participation aspect with a percentage of 86.27%, resource availability aspect with a percentage of 85.33%.²⁰

7. Listriyanti Palangda, Orbanus Naharia. Shelly D M Sumual, Lord Steward Ebe, and Larry Mandey. The research focus to examine the challenges encountered by business educators in integrating independent learning curriculum within the academic setting. This study utilized quantitative research. The study concludes that business educators face multiple challenges in integrating the Independent Learning Curriculum (MBKM) in academic settings. Key obstacles include funding constraints, lack of recognition, limited student participation, insufficient department outreach, difficulties in utilizing digital technology, unstable internet access, misalignment of course schedules and credits, and poor communication with partners. Additionally, both students and lecturers lack a clear understanding of the program's benefits. To improve implementation, better resources, structured outreach, and enhanced technological support are needed.²¹

²⁰ Andra Saputra and others, 'Analysis of Teacher Barriers in the Implementations of Institut Seni Indonesia Padang Panjang, Sumatra Barat, Indonesia Universitas Negeri Padang, Sumatra Barat, Indonesia', 5.1 (2024), pp. 50–57.

²¹ *Ibid.* Listriyanti Palangda and others, 'Analysis of Barriers to Implementation of the Independent Curriculum Study the Merdeka Campus in the Department Economic Education Manado State University', (2022)

8. Indah Lestari: This focus on the perspectives of English teachers and the diverse challenges they encounter in effectively implementing the Merdeka curriculum. This research utilized qualitative and descriptive methodologies to clarify the diverse viewpoints and obstacles encountered by English educators, aiming to gather essential insights for improving the curriculum and promoting professional growth in language instruction. The results indicate that the primary obstacles to the implementation of the Merdeka Curriculum in language classrooms involve comprehending and addressing the varied characteristics and learning styles of students. This impacts on establishing an effective model for English language teaching.²²
9. Heri Reskiato, Surono,lin Inawati. The research focus to clarify the application and understanding of the Merdeka curriculum among English teachers, in addition to identifying the difficulties faced by these educators in its implementation. It is important to highlight that the research conducted is a qualitative study that utilized interviews and observations as the primary methods in data collection. The results of this study demonstrate that the English teachers effectively executed the Merdeka curriculum. They accomplished this by utilizing a variety of instructional techniques, customizing their strategies to align with the unique traits of their students, conducting extensive preparatory efforts, and prioritizing the mastery of vocabulary, literacy, and the effective use of technology. Overall, the educators effectively utilized a combination of strategies to ensure successful

²² *Ibid.* Indah, (2023)

implementation of the curriculum.²³

10. Dukha Yunitasar, Suastra and Lasmawan. This study has identified several challenges encountered during the implementation of the Merdeka curriculum implemented in elementary schools in Indonesia. These obstacles include the understanding and familiarization of teachers with the curriculum, the effectiveness of instruction, the execution of particular subjects, and the preparedness of educators to adjust to the revised curriculum.²⁴

Based on previous studies, most research has focused on the challenges, issues, and efforts to overcome barriers in the implementation of the Merdeka Curriculum across various educational levels, including universities, senior high schools, elementary schools, and, to a lesser extent, junior high schools. However, there is still a lack of research specifically addressing the challenges faced by junior high school English teachers in implementing the Merdeka Curriculum.

Furthermore, previous studies have generally identified broad challenges such as insufficient teacher training, limited resources, technological barriers, and psychological readiness. However, few studies have specifically examined how these challenges manifest in the planning, implementation, and evaluation stages of English language teaching at the junior high school level.

To fill this gap, this study aims to explore the specific barriers encountered by English teachers at UPT SMP Negeri 1 Sabbang Selatan in implementing the

²³ *Ibid.* Heri Riskianto, Surono Surono, Iin Inawati (2023)

²⁴ *Ibid.* Dukha Yunitasari, I Wayan Suastra, and I Wayan Lasmawan, (2023)

Merdeka Curriculum. The research focuses on seventh- and eighth-grade English classes in the first semester, particularly in teaching the topics "About Me" and "Celebrate Independence Day." The study categorizes the challenges into three key aspects: lesson planning, implementation, and evaluation. By addressing this specific context, the findings of this study are expected to provide deeper insights into the unique difficulties faced by junior high school English teachers in implementing the Merdeka Curriculum and offer practical recommendations for improving its effectiveness in this educational setting.

B. Theoretical description

1. Merdeka Curriculum

a. *Merdeka Curriculum Definition*

A new curriculum called Merdeka Curriculum was introduced in. The Prototype program for Penggerak Schools was the previous name of the program. The Minister of Education and Culture has characterized "free learning" as the freedom to investigate concepts and showcase creativity. As part of the educational reform initiatives, the Merdeka curriculum was designed to function as a more flexible framework that prioritizes the development of students' character and skills, alongside the mandatory core subjects.²⁵ The curriculum for learning in freedom is designed with the intention of enhancing the pedagogical competency of teachers in five key areas. These include: Fostering Humanizing Relationships, Enhancing Understanding of Concepts and Promoting

²⁵ Kementerian, Kebudayaan Pendidikan, and dan Teknologi Riset, '*Merdeka Belajar, Layanan Program Prioritas Kemendikbudristek*', Republik Indonesia.

Sustainability in Education, Choosing Challenges, and Empowering Context. Freedom learning is also facilitated by encouraging students to be innovative and creative in their learning.²⁶ Liberty One way to think of learning is as a fun and dynamic environment. There is no requirement for students to learn from a range of sources; they are free to do so. The idea of freedom learning encompasses more than just the educational process that takes place in a classroom; it aspires to great heights in fulfilling national aspirations while staying within international bounds.²⁷

b. Implementation of *Merdeka Curriculum*

To generate graduates who are competent in accordance with their unique characteristics and their own talents, Merdeka Curriculum applies an ideation process to students that includes interaction between students and faculty. Choosing an implementation plan is the first step in putting the curriculum into practice. Teachers, principals, and education supervisors carry out the curriculum's implementation in compliance with the directives and blueprints found in the curriculum papers.²⁸ The freedom learning curriculum was developed based on the following principles: relevance, sustainability, lifelong learning, holistic, and student conditions.

²⁶ Hasrida Hutabarat, Rahmatika Elindra, and Muhammad Syahril Harahap, 'Analisis Penerapan Kurikulum Merdeka Belajar Di Sma Negeri Sekota Padangsidimpuan', *Jurnal MathEdu (Mathematic Education Journal)*, 5.3 (2022), pp. 58–69 <<http://journal.ipts.ac.id/index.php/>>.

²⁷ Mira Marisa, 'Inovasi Kurikulum "Merdeka Belajar" Di Era Society 5.0', *Santhet: (Jurnal Sejarah, Pendidikan Dan Humaniora)*, 5.1 (2021), p. 72, doi:10.36526/js.v3i2.e-ISSN.

²⁸ R. Sri Widaningsih, *Manajemen Dalam Implementasi Kurikulum di Sekolah*, 2014.

c. *Merdeka Curriculum* of English Lesson

When discussing topics relevant to their daily lives, students use the English language to convey actions. Students create more varied textual and visual writing. The performance of the components in English lessons comprises:

1) Listening Speaking

The students engage in conversations in English in a variety of contexts and for diverse purposes, including interaction with teachers, peers, and other individuals. They employ techniques to start and maintain conversations and discussions, as well as to ask and answer questions. They comprehend and recognize the key points and pertinent aspects of talks or presentations on subjects pertaining to adolescents. They converse about hobbies relating to youth and voice their thoughts on matters pertaining to youth in English. They both provide and draw analogies. In other situations, they rely on nonverbal cues like gestures, intonation, and speed to be understood.

2) Reading-Viewing

Students read a range of books and comment to them. People read for information or to discover new things. They identify and assess the key points and particular features in a range of texts. They recognize the goals of the author and are learning basic inferential techniques to aid in their comprehension of the texts' suggested informants.

3) Writing-Presenting

Through guided activities, students produce a range of writings, both fiction and non-fiction, demonstrating an understanding of audience and purpose. They participate in the organization, structuring, editing, and creation of various types of texts, showcasing a level of skill in self-correction techniques, including appropriate capitalization and punctuation. They articulate ideas in their written works, employing every day and familiar words and verbs. They employ a diverse range of presentation techniques to disseminate information in both print and digital forms, tailored to specific audiences and objectives.

d. Principles of *Merdeka Curriculum*

The Merdeka curriculum enables educators to customize their teaching approaches to meet the distinct needs and characteristics of their students. This is accomplished through the adoption of a more adaptable curriculum framework that prioritizes essential subjects. The Minister of Education, Culture, Research, and Technology has issued Decree No. 56/M/2022, which outlines the guidelines for implementing the curriculum aimed at facilitating learner recovery, contains important guidelines that the Merdeka curriculum must follow.

- 1) The underpinning of education lies in assisting students in cultivating their qualities and advancing towards making learning significant and pleasurable.
- 2) The goal of developing and implementing education is to improve the capacity of future learners.

- 3) The process of learning encourages students' knowledge and skills to develop holistically.
- 4) Education that is adapted to the context, environment, and culture of the learner is known as relevant education, and it is intended to empower both individuals and communities.
- 5) Education is focused on the future.

e. The legal basis of the Merdeka Curriculum

The essential components of successful curriculum development include philosophical, sociological, psychological, conceptual-theoretical, historical, and legal frameworks.²⁹ Pancasila serves as the philosophical basis for its educational philosophy. The ideals outlined here are intended to produce intellectually, spiritually, and personally intelligent Indonesians. The philosophical, sociological, psychological, conceptual-theoretical, historical, and legal foundations collectively establish a foundational framework for the policy of learning in freedom.³⁰

- 1) The philosophical foundation of the Merdeka curriculum is rooted in Pancasila, which serves as the ideological framework of the Indonesian state. This ideology acts as the primary guiding principle for the free learning policy within the curriculum, aiming to fulfill objectives and foster human development that is grounded in ancestral values, scientific knowledge, and

²⁹ Agustinus Tanggu Daga, 'Makna Merdeka Belajar Dan Penguatan Peran Guru Di Sekolah Dasar', *Jurnal Educatio FKIP UNMA*, 7.3 (2021), pp. 1075–90, doi:10.31949/educatio.v7i3.1279.

³⁰ Zulhaji, Darmawang, and Jumadin, 'Persepsi Mahasiswa Tentang Program Merdeka Belajar Kampus Merdeka', *Seminar Nasional Dies Natalis 62*, 1 (2023), pp. 59–65, doi:10.59562/semnasdies.v1i1.434.

community engagement.

- 2) Sociologically, education is fundamentally woven into the cultural fabric of a nation, playing a crucial role in shaping both its present and future development. It is the aspiration that education will be able to cultivate a generation of individuals who excel both academically and in other areas of their personal development.
- 3) The psychological foundation emphasizes the importance of meeting the needs of educators who assist students in reaching their full potential. This approach involves promoting exceptional achievements while simultaneously cultivating spiritual, social, emotional, and intellectual intelligence in a harmonious way.
- 4) The theoretical and conceptual framework of a high-quality curriculum is closely related to standards, particularly standards-based education, which includes both outcome-based education and an outcome-based curriculum. Within the Freedom Learning Curriculum, national standards are established as the fundamental quality benchmarks for graduate outcomes, content, and processes.
- 5) The historical basis of curriculum development relates to the application of previous curriculum experiences, which subsequently impacts the formulation of contemporary curricula. This ensures a thorough and comprehensive understanding of the curriculum being employed, ultimately preventing errors in future assessments and resource allocation.

- 6) The legal basis for curriculum development should align with a framework of established regulations. It is essential for curriculum development to take into account current laws and judicial rulings. In the aforementioned scenario, there are several legal bases that support the liberal learning curriculum, specifically:
- 7) The Decree issued by the Minister of Education, Culture, Research and Technology of the Republic of Indonesia, numbered 56 of 2022, pertains to the Implementation of the Curriculum in relation to Learner Development (Independent Curriculum). This decree serves as a guideline for the execution of the new curriculum in schools that are not participants in the Penggerak School program.
- 8) The Education Act No. 20 of 2003 stipulates that the curriculum consists of a collection of plans and agreements related to objectives, content, and educational resources. Additionally, it encompasses methodologies that serve as frameworks for organizing learning activities, all aimed at achieving educational goals.
- 9) Based on the National Medium-Term Development Plan 2020-2025 as outlined in Presidential Decree No. 18 of 2020 stipulates that the action program outlined in the education sector of RPJMN for the period 2020-2024 focuses on enhancing equal opportunities in quality education services. This will be achieved through the improvement of teaching and learning standards, as well as by boosting productivity and competitiveness via education and training.

f. The Characteristics of *Merdeka Curriculum*

The Merdeka Curriculum was developed with the subsequent characteristics in mind include:

- 1) Project-based learning serves as a strategy aimed at improving soft skills and fostering character development in alignment with the Pancasila Student Profile.
- 2) Emphasize the essential material to ensure adequate time is allocated for the reinforcement of fundamental skills, including arithmetic, writing, and reading.
- 3) Teacher autonomy in delivering differentiated instruction based on students' abilities.

g. Revision component of the Merdeka Curriculum

According to Mulyono, there were several components of revision in the Merdeka Curriculum. The components of the educational framework encompassed the Revised National Examination (UN), the National School Examinations (USBN), the Ajar module (lesson plan), and the Admission of New Pupils (PPDB). The National Examination (UN) has undergone significant changes, as the curriculum is now in accordance with the Ministry of Education and Culture's 2021 policy, which abolished the National Examination in favor of implementing an Assessment of Minimum Skills (ASM) and a Character Survey as part of the revisions to the Merdeka Curriculum. In prior years, the national examinations included a substantial amount of content that created considerable challenges for both students and educators. In addition, the United Nations serves as a benchmark for measuring the academic achievements of students as they

progress through their educational levels. The changes implemented by the United Nations are considered to be liberating and relieving for all individuals involved. The changes made by the United Nations are beneficial and provide a sense of liberation and relief for all individuals concerned. The main objective of this service is to empower educators, to develop assessments that not only foster enjoyment in the learning process but also serve to improve students' cognitive abilities, thus empowering them to become more refined and intellectually competent individuals. Ultimately, this initiative aims to contribute to the advancement and prosperity of the nation and society as a whole.³¹

Students are required to possess literacy and numeracy skills when engaging in independent learning. The objective of this Academic Knowledge Management (AKM) program is to cultivate students with the ability to engage in critical thinking through the utilization of their cognitive skills. The main aim of the character assessment is to determine the extent to which students demonstrate knowledge, understanding, and application of Pancasila principles in their interactions within the school setting.³²

According to Nadiem Makarin, it is imperative to conduct character studies in schools to assess the safety and tolerance levels of the students. These studies are carried out through fostering mutual cooperation and respect among students. The schedule for carrying out the assessment varies from that of the

³¹ Asfiati Asfiati and Nur Imam Mahdi, 'Merdeka Belajar Bagi Anak Kebutuhan Khusus Di SLB Kumala Indah Padangsidempuan', *KINDERGARTEN: Journal of Islamic Early Childhood Education*, 3.1 (2020), p. 59, doi:10.24014/kjiece.v3i1.9620.

³² Surahman Surahman and others, 'Peran Guru Penggerak Dalam Pendidikan Merdeka Belajar Di Kubu Raya', *Jurnal Pendidikan Indonesia*, 3.4 (2022), pp. 376–87, doi:10.36418/japendi.v3i4.667.

national examination, which generally takes place at the end of the educational stage. The evaluation took place at levels IV, VIII, and XII. It is anticipated that the modification in the final assessment system will improve the learning experience before graduation and provide schools with valuable information to further elevate the quality of education.

1. *National based school examinations (USBN)*

The introduction of a national standardized examination for schools serves as one of the assessments that determine a student's qualification for graduation. The policy detailed in the latest curriculum stipulates that the USBN must be conducted as a school examination.

This assessment takes place at the conclusion of the academic year for students in grades VI, IX, and XII. The authority to carry out school evaluations is exclusively assigned to the respective schools. The Ministry of Education and Culture has stated that schools are permitted to exercise autonomy in selecting their assessment methods, which may include portfolios, written papers, or various other forms of assignments. Assessment is carried out comprehensively, continuing beyond the end of the academic year. The purpose of school assessment is to improve teachers' capacity to assess students' academic performance autonomously. Both students and teachers are provided with multiple opportunities to demonstrate their skills and competencies.

2. *Modul Ajar* (Lesson Plan)

The introduction of effective, efficient, and student-centered learning implementation plans (*Modul Ajar*) represents an upcoming educational policy

focused on autonomy. This simplification of the RPP allows educators the freedom to choose, design, employ, and improve lesson formats that correspond with the designated learning materials. Nadiem Makarim emphasized that the creation of a RPP can be accomplished on a single page without the need for excessive length. It is anticipated that educators were successful in transferring the learning activities to enhance their skills. Additionally, it is expected that this process will lead to further improvement in their abilities.

3. Admission of new students

The current admission process for new students is being conducted through a more comprehensive and flexible zoning system. This zoning policy is designed to improve both access and quality across various existing regions. The goal of achieving equality in educational quality is intended to promote uniformity in education throughout all areas of Indonesia. This initiative aims to enhance the quality of human resources capable of effectively managing the nation's natural resources. This regulation is outlined in Permendikbud No. 44 of 2019, which mandates the implementation of a zoning system that encourages students to enroll in schools within their local neighborhoods. This measure is intended to promote community involvement and enhance the educational experience for students. When admitting students, it is also possible to take into account confirmations, achievements and special reasons such as a change of residence. This system has been implemented in order to eliminate the necessity for students to commute long distances to their educational institution. This practice not only results in savings on travel expenses, but also in the efficient use

of time, thereby decreasing the number of students arriving late to school.

h. The Role of teacher in the Merdeka Curriculum

The curriculum designed for freedom is founded on the Penggerak-Teachers in Freedom Learning training model. Nadiem Makariem, the Minister of Education and Culture of the Republic of Indonesia, emphasized the vital importance of the Penggerak teacher as the key catalyst for transformation in education, promoting a shift towards a culture of unrestricted learning. The role of the teacher becomes increasingly defined within the classroom learning environment. An educator who serves as a catalyst for learning must adapt to contemporary demands, particularly in the realm of character education, to equip students with the necessary skills to navigate the challenges of a rapidly changing world and to develop critical thinking abilities.³³ Penggerak teachers are individuals who strive to inspire and motivate their fellow educators to embrace a culture of continuous learning and growth, fostering an environment where students' potential can be nurtured comprehensively. In addition, individuals must possess the ability to effectively manage their learning, but Teachers must possess the ability to establish positive relationships with students within the school community. It is crucial for educators to effectively leverage available technology to enhance the quality of education. Furthermore, teachers should regularly engage in reflection and assessment to improve their instructional methods.³⁴

The function of the educator within the educational process, centered around fostering independent learning, are:

³³ Thomas E Curtis, *Curriculum and Instruction for Emerging Adolescents* (Addison-Wesley Educational Publishers Inc (1 January 1977)).

³⁴ *Ibid.* Surahman and others.,(2022)

1. Encourage students by implementing thoughtfully crafted enrichment activities that foster their intellectual, emotional, spiritual, and social growth.
2. Engage with students to foster motivation, stimulate critical thinking, facilitate meaningful discussions, share valuable insights, offer clear explanations, acknowledge their efforts, reflect on their experiences, and evaluate their progress, development, and accomplishments.
3. Indicate the advantage of educational learning materials.
4. Fosters students' curiosity, enthusiasm, and willingness to take risks by offering support, guidance, encouragement, and inspiration.³⁵

In the Merdeka Curriculum, teachers are not just knowledge providers but also facilitators, motivators, evaluators, and curriculum developers. Their primary function is to guide students in developing their potential, fostering critical thinking, and ensuring meaningful learning experiences.

a. Main Functions of Teachers:

- 1) As Facilitators, teachers create an engaging and flexible learning environment, they encourage students to explore and construct knowledge independently.
- 2) As Motivators, teachers inspire students to develop curiosity and enthusiasm for learning, they apply interactive and student-centered teaching methods.

³⁵ Gary Flewelling, *Teaching with Rich Learning Tasks* (Australian Association of Mathematics).

- 3) As Evaluators, teachers assess students' progress through formative assessments, they provide constructive feedback for continuous improvement.
- 4) As Curriculum Developers, teachers have the autonomy to modify lesson plans to suit students' needs, they implement innovative teaching strategies to enhance learning experiences

b. The roles of Teachers in the Merdeka Curriculum.³⁶

1. Designing Differentiated Learning, the teachers adapting materials, teaching methods, and assessments to cater to diverse student needs, ensuring inclusive learning for students with different abilities and learning styles.
2. Implementing Project-Based Learning the teachers , engaging students in real-world projects to develop problem-solving and critical thinking skills, encouraging collaboration, creativity, and experiential learning.
3. Conducting Continuous Formative Assessment the teachers using, assessments as tools to track and improve students' progress, providing personalized feedback to help students reflect and grow.
4. Creating a Flexible Learning Environment the teacher incorporating digital tools, blended learning, and interactive teaching methods, allowing students to have choices in their learning paths.

³⁶ Siti Anisah and Zaitun Qamariah, 'The Teacher's Role in The Implementation of Curriculum Merdeka in English Classroom', *Jurnal Ilmu Pendidikan Nasional (JIPNAS)*, 1.3 (2023), pp. 111–17, doi:10.59435/jipnas.v1i3.104.

5. Enhancing Professional Development the teachers continuously learning and adapting to new teaching approaches, engaging in teacher collaboration and professional learning communities.

i. The proficiency of teachers in executing the Merdeka Curriculum

Educators are highly regarded professionals who significantly influence the development of future generations within the nation. The Education Act of Indonesia No. 19 of 2005, which emphasizes National Education Standards, asserts that the quality of education is established through the creation of a learning atmosphere that is engaging, motivating, enjoyable, and intellectually stimulating. The Teachers and Lecturers Act No. 14 of 2005 is regulated by the Minister of National Education Regulation No. 16 of 2007, which outlines the Standards for Academic Qualifications and Teacher Competencies. This regulation mandates that educators must demonstrate four essential competencies: pedagogical competence, personal competence, social competence, and professional competence.³⁷

Below you will find four skills that a teacher be obliged to have:

1. Competence of Pedagogical

Pedagogical competence encompasses a teacher's capability to effectively facilitate learning and manage the educational process. This involves comprehending student needs, creating and executing learning experiences, evaluating educational outcomes, and providing support to students. Key sub-

³⁷ Annisa Alfath, Ali Usman, and Agus Prasetyo Utomo, 'Analisis Motivasi Belajar Siswa Dalam Implementasi Pembelajaran Berdiferensiasi', *Education Journal: Journal Educational Research and Development*, 7.2 (2023), pp. 132–40, doi:10.31537/ej.v7i2.1250.

competencies that serve as significant indicators of pedagogical competence include a grasp of pedagogical knowledge, insight into student behavior, curriculum development, learning design, the execution of pedagogical strategies, assessment of learning outcomes, and fostering the diverse potentials of students.

2. Personal competence

Personality competence can be defined as the demeanor of an educator who embodies traits such as discipline, professionalism, responsibility, dedication, and serves as a positive example for others in the learning environment. The character of the educator is of paramount importance, serving as the essential basis for attaining self-actualization as a proficient teacher. This encompasses the successful execution of professional duties both within the educational environment and in the wider community.

3. Social competence

Social competence refers to the teacher's ability to effectively interact with others as a social being. An essential rationale for a teacher to possess strong social skills, particularly when executing the liberal learning curriculum, is rooted in the fundamental fact that human beings are inherently social creatures, reliant on one another to navigate the complexities of existence. In addition, the teacher also holds various important roles in society, including that of a coach, a mentor, a role model, an authority figure, and an agent of social change. These responsibilities demonstrate the significant impact that teachers have on shaping the minds and values of the next generation. The teacher is anticipated to play a crucial role in nurturing the connection between the school and the community

4. Professional competence

Professional competence denotes the proficiency in a specific subject matter, encompassing a thorough understanding of both general and specific aspects. This proficiency encompasses mastery in subject settings as well as expertise in scientific principles and methodologies.

According to Act No. 20 of 2003 concerning the National Education System, educators are recognized as professionals who are responsible for the development and implementation of learning processes, assessment of educational outcomes, provision of guidance and instruction, and participation in research and community service activities within institutions of higher education.

j. Differentiation approach

The strategy of differentiation entails making adjustments to the educational framework within the classroom to better meet the varied learning requirements and capabilities of each student. The theoretical foundation underpinning differentiated instruction posits that every student has the potential to excel based on their individual abilities. Expert teachers are those who hold the belief that the intelligence of students can be modified.³⁸

This implies that educators not only appreciate the individuality of each student, but also exhibit a passion for the belief that all students are capable of achieving success. On the other hand, students' experiences of success can boost their self-confidence. This can help them accept themselves, recognize their capabilities of learning, and motivate them to strive for better performance. Hattie

³⁸ Jhon Hattie, *Visible Learning for Teachers: Maximizing Impact on Learning*, 1st edn (Corwin).

further emphasized that differentiation primarily entails addressing the diverse learning levels of students. Starting from beginners to advanced students.

In the practice of differentiated instruction, the educator will pay attention consider three essential components of differentiated learning within the classroom:

1. Content (input)

The content relates to the knowledge, comprehension, and skills that students are expected to gain. In the given scenario, the teacher will modify the method of instruction according to the individualized learning style of each student. For instance, the when the teacher is teaching mathematics with the goal of enabling students to accurately tell time. Within the classroom, the teacher may come across students who do not fully grasp numerical concepts. Some individuals may struggle to grasp the concept of time. It is possible that certain students in their class have already developed a comprehensive understanding of time and are able to express it effectively. For children who are prepared and comprehend the material they are about to learn, it is not problematic for the students to grasp the same concepts as outlined in the curriculum. For students who may have difficulty comprehending the material, the teacher must modify and adapt the content to align with the student's current level of readiness.

2. Process

The process refers to the manner in which students acquire or learn information. In a different context, the process of acquiring knowledge, understanding, and skills by students is referred to as learning. This process is

typically centered around the content that is to be learned. The activities were considered effective when they were customized to align with the students' levels of knowledge, comprehension, and skills. This approach enabled students to complete the tasks independently and derive significant benefits from them.

3. Product (output)

Their products serve as a testament to their acquired knowledge and comprehension. Students exhibit their knowledge by applying what they have comprehended. The objective of the product is to transition students from passive recipients of knowledge to active creators of knowledge. The three previously mentioned components have been reviewed and customized in alignment with the evaluation of the students' preparedness, interests, and learning styles.³⁹

k. Educational Framework of the Merdeka Curriculum.

Effective learning is characterized by its ability to impart meaning and value to students. To achieve the best possible learning outcomes, it is crucial to adopt a strong and effective learning model. The Merdeka curriculum empowers educators with the freedom to determine the organization of the content and their teaching methods, customized to meet the diverse needs of their students. Educators must demonstrate the capability to create innovative, engaging, and effective learning frameworks while proficiently employing information and communication technology. The Liberty Curriculum presents two distinct learning models: blended learning and project-based learning.

³⁹ Suwartiningsih Suwartiningsih, 'Penerapan Pembelajaran Berdiferensiasi Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran IPA Pokok Bahasan Tanah Dan Keberlangsungan Kehidupan Di Kelas IXb Semester Genap SMPN 4 Monta Tahun Pelajaran 2020/2021', *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 1.2 (2021), pp. 80–94, doi:10.53299/jppi.v1i2.39.

1. Blended learning

Etymologically, the term "blended learning" is composed of two words: "blended," derived from the English word "blend," signifying a mixture, and "learning," also originating from the same language denoting the acquisition of knowledge. Thus, "blended learning" can be understood as a method combining various elements of traditional face-to-face instruction with online learning components. The blended learning method is widely regarded as highly effective in enhancing the efficiency of classroom learning and promoting increased discussion.⁴⁰

A different perspective on blended learning encompasses a virtual interaction between educators and students who are located in different geographical areas, allowing them to communicate in real-time to offer feedback and raise or resolve questions.⁴¹ It is anticipated that the blended learning model will see increased adoption in future educational environments, surpassing its current usage. This suggests that conventional face-to-face instructional methods may diminish in significance within the educational framework compared to their historical prominence.

2. Project Based Learning

Project-based learning is an educational approach that integrates a project into the learning experience. Students may engage in either individual or

⁴⁰ Mahfudz Reza Fahlevi, 'Kajian Project Based Blended Learning Sebagai Model Pembelajaran Pasca Pandemi Dan Bentuk Implementasi Kurikulum Merdeka', *Sustainable Jurnal Kajian Mutu Pendidikan*, 5.2 (2022), pp. 230–49, doi:10.32923/kjmp.v5i2.2714.

⁴¹ Pinton Setya Mustafa, 'Problematika Rancangan Penilaian Pendidikan Jasmani, Olahraga, Dan Kesehatan Dalam Kurikulum 2013 Pada Kelas XI SMA', *Edumaspul: Jurnal Pendidikan*, 5.1 (2021), pp. 184–95, doi:10.33487/edumaspul.v5i1.947.

collaborative projects, completed over a specified timeframe, culminating in the creation of a tangible product that is subsequently showcased or presented. This model emphasizes a student-centered strategy, focusing on problem-solving activities.⁴² On the hands Project-based learning (PJBL) offers numerous benefits for students.⁴³ It can be concluded that Project based learning is effective to use in learning teaching process.

1. Assessment in *Merdeka Curriculum*

Assessment is an integral component within the educational curriculum, functioning as an essential component of the comprehensive learning process, assessments are conducted to appraise the available evidence or underlying rationale pertaining to the attainment of learning objectives:

1. Formative assessment

Assessment is meticulously crafted to furnish both educators and students with essential insights and feedback, with the objective of improving the overall educational experience. Its primary function is to facilitate the learning process. Assessments administered at the beginning of the learning journey are intended to gauge the preparedness of learners to interact with the subject matter and achieve the desired learning outcomes. This assessment falls under the category of formative assessment because its primary purpose is to assist teachers in designing instructional plans, rather than evaluating student learning outcomes.

⁴² I. I. Mardiyana and I. Novitasari, 'Pengaruh Model Pembelajaran Experiential Learning Terhadap Keterampilan Berpikir Kreatif IPA Siswa SD Mursyidah Surabaya', *Science Education National Conference 2019 Program Studi Pendidikan Ipa Universitas Trunojoyo Madura*, 2019, pp. 39–51.

⁴³ Alfatihah and others, 'Teaching Speaking Skills through Project-Based Learning for the Eighth Graders of SMP Negeri 4 Palopo', *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10.1 (2022), pp. 152–65, doi:10.24256/ideas.v10i1.2555.

The data collected from this assessment is not typically included in formal reports, as it is intended for the sole use of teachers to inform their teaching practices. Assessment for learning occurs throughout the educational process to gauge student progress and offer timely feedback. This evaluation is generally performed either during the learning activities or at a midpoint, but it can also be carried out at the conclusion of the learning phase. This type of assessment is categorized as formative assessment.

2. Summative Assessment

Assessment is carried out to ensure that all learning objectives have been fully met. The assessment is typically conducted at the conclusion of the learning process; however, it may also be done concurrently for multiple learning objectives, as determined by the educator's discretion and in accordance with the educational unit's guidelines. Summative assessments are distinct from formative assessments as they are incorporated into evaluation processes that occur at the conclusion of a semester, academic year, or educational level. This includes the application of various assessment methods and tools, the setting of standards for achieving learning goals, and the evaluation of assessment results. Additionally, this discretion extends to the identification of interim assessments. Educators and educational institutions possess the discretion to decide whether it is essential to carry out this assessment.

m. Teacher's Barriers

The English component in the Merdeka Curriculum follows a project-based learning approach aimed at increasing essential abilities and character

development in alignment with the Student Profile of Pancasila. The task of defining the curriculum in the context of the Fourth Industrial Revolution has posed increasingly intricate challenges for educators. Consequently, the curriculum ought to be viewed as a dynamic entity, subject to ongoing development. This perspective emphasizes that the curriculum is in a state of continuous evolution, propelled by the interplay between action and reflection. The program involves educators delivering instruction and overseeing student progress through the utilization of specified resources as detailed in the curriculum. Curriculum design often encompasses instructional materials, scripts, lesson plans, and assessment opportunities that are aligned with specific objectives. These strategies focus attention on the importance of consistency to support educators in the effective implementation and management of curriculum design, thereby facilitating the attainment of various objectives. Instructional methods and the application of programs among educators within the same grade level reveal commonalities in the implementation of these programs when comparing the preceding and subsequent grade levels. Curriculum design frequently includes instructions, scripts, lesson plans, and assessment opportunities that are aligned with a defined objective. These strategies place emphasis on consistency to assist teachers in implementing and managing curriculum design in order to achieve a wide range of objectives. Instructional methods and the application of programs among teachers at the same grade level, as well as those in a vertical structure, demonstrate commonalities in the execution of programs across both preceding and following grade levels. Ensuring

alignment of curricula between successive grade levels is crucial for upholding consistency in the support of learning objectives and expectations, which are designed to enhance student readiness and growth.⁴⁴

In the realm of formal education, the teacher plays a crucial role in assisting with the learning process. They guide and support learners through various activities, ensuring that they understand the material being presented. This procedure significantly depends on the educator's capacity to effectively manage interconnected courses by establishing and sustaining a well-regulated classroom atmosphere. Therefore, it is essential to manage the classroom effectively to create a supportive and comfortable environment for learning activities. It is not uncommon for teachers to encounter obstacles while performing their duties. Numerous potential factors contributed to the challenges and difficulties encountered. Instances of variables affecting educators in the execution of teaching and learning activities encompass both intrinsic elements related to the teachers themselves as well as those influenced by external factors.⁴⁵ The primary obstacles to the implementation of teacher strategies and methodologies are multifaceted. Two significant barriers include lack of resources and training, as well as resistance to change within established educational systems.⁴⁶

⁴⁴ Erica A Nevenglosky, Chris Cale, and Sunddip Panesar Aguilar, 'Barriers to Effective Curriculum Implementation', *Research in Higher Education Journal*, 36.1 (2018), pp. 112–34 <<http://www.aabri.com/copyright.html>>.

⁴⁵ Adha April Nita and Muhammad Mukhlis, 'Hambatan Guru Bahasa Indonesia Dalam Pelaksanaan Pembelajaran Pada Masa Pandemi Di SMPN 01 Siak Hulu', *J-LELC: Journal of Language Educa*

⁴⁶ Tricia A. Zucker, Erin Jacobos, and Sonia Q. Cabell, 'Exploring Barriers to Early Childhood Teachers' Implementation of a Supplemental Academic Language Curriculum', *Early Education and Development*, 32.8 (2021), pp. 1194–1219, doi:10.1080/10409289.2020.1839288.

a) Environmental Context Barriers

The application of the Merdeka curriculum in Indonesia. is met with a number of challenges associated with the environment, which have the potential to impact both the instructional procedures and the overall academic achievements.

- 1) **Local School Environment:** One of the key environmental challenges is the disparity between urban and rural schools. Schools in rural or remote areas often face infrastructure deficits, such as a lack of technological resources and internet access, which are critical for some aspects of the Merdeka Curriculum that emphasize digital literacy and flexible learning models.⁴⁷
- 2) **Community and Cultural Factors:** Schools must adapt the curriculum to fit the cultural and socio-economic contexts of their communities. For instance, teachers in regions with distinct local traditions may struggle to integrate the curriculum's principles with culturally relevant teaching methods. This can create friction between the curriculum's flexibility and the community's expectations.⁴⁸
- 3) **Environmental Education:** The Merdeka Curriculum emphasizes environmental education, which can be a challenge in areas where local communities may not prioritize or support such initiatives. Without a strong

⁴⁷ Rokayah Rokayah and others, 'Reflection of Indonesian Educators on the Implementation of the Merdeka Curriculum', *Mimbar Sekolah Dasar*, 10.3 (2023), pp. 684–700, doi:10.53400/mimbar-sd.v10i3.64864.

⁴⁸ Wulan Ndari and others, 'Implementation of the Merdeka Curriculum and Its Challenges', *European Journal of Education and Pedagogy*, 4.3 (2023), pp. 111–16, doi:10.24018/ejedu.2023.4.3.648.

environmental focus in the local culture, teachers may find it difficult to implement curriculum components related to sustainability.

4) Administrative and Structural Support: Effective implementation often requires robust administrative support, which is lacking in some areas. Schools that do not have adequate management or resources to support the demands of the curriculum, including project-based learning and flexible class structures, may face difficulties in fully implementing the new curriculum. Teachers have faced difficulties in improving the existing core curriculum and following district regulations. Most coaches are of the opinion that school administrators do not allocate enough time to teachers for instructional delivery or adequate preparation for the supplemental program, which hinders their ability to execute it effectively. Teachers are experiencing a sense of overwhelm due to the multitude of district initiatives that are being closely monitored by district and administrative authorities. A considerable number of teachers have encountered difficulties in incorporating the new supplementary academic language curricula with the themes and content of their main curriculum. The responsibilities of the teachers' associations participating in the subject teachers' meeting (MGMP) should be emphasized for continuous support and oversight through initiatives that foster educational advancement. It is essential to regularly assess the training activities to guarantee that teachers can attain the intended results.⁴⁹ Other researchers face various obstacles in the

⁴⁹ Pauzan Najri, 'MGMP Dalam Meningkatkan Keprofesionalan Guru Mata Pelajaran', *AKTUALITA Jurnal Penelitian Sosial Dan Keagamaan*, 10.1 (2020), pp. 130–44 <www.ejournal.annadwahkualatungkal.ac.id>.

environment when implementing the Merdeka curriculum in English lessons, namely:

- 1) Technological Limitations: In rural regions, the scarcity of internet connectivity and insufficient technological present challenges for educators from effectively incorporating the digital tools that are crucial for language acquisition, as emphasized in the Merdeka Curriculum.
- 2) Teacher Preparedness: English teachers may encounter challenges in adjusting to the adaptable structure of the curriculum, especially when they are not provided with sufficient training and resources.
- 3) Classroom Infrastructure: Poor classroom conditions, especially in underfunded schools, can hinder interactive and project-based English learning activities.⁵⁰

b) Skill Barriers

Educators did not possess the essential skills required to participate in multi-turn dialogues with their students. They often depended excessively on pre-written instructions and seemed unable to stray from these scripts to effectively address a child's verbal expressions. In discussions that surpassed the content of the curriculum, it was evident that they had insufficient classroom management skills to effectively impart these lessons. In particular, educators frequently demonstrated a deficiency in managing small groups, as the other children within the centers were anticipated to work autonomously. In order, to participate in the

⁵⁰ *Ibid.* Reza, Rohmah, and Abdullah, 'Challenges in Implementing Kurikulum Merdeka for EFL Teachers'.(2023)

Freedom Learning Curriculum Program, educators are required to demonstrate at least four teacher competencies, with each competency representing specific functions and responsibilities.

The essential competencies that teachers must acquire include pedagogical skills, personal attributes, social abilities, and professional expertise. The competencies required for teachers to master encompass pedagogical competence, personal competence, social competence, and professional competence. When implementing the Merdeka curriculum in the English classroom, educators face several competence-related obstacles. The most important challenges include:

a. **Lesson Planning and Design:** Teachers encounter difficulties in designing lessons that adhere to the principles of the Merdeka curriculum, which emphasizes the significance of adaptability and a focus on student-centered learning. This often requires additional skills in curriculum adaptation and lesson differentiation.

b. **Utilization of Technology and Media:** Many English teachers lack the necessary skills to effectively incorporate digital tools and multimedia resources into their teaching, which are crucial for engaging students in modern, dynamic classroom settings.

c. **Management of Classroom:** Teachers frequently encounter challenges when attempting to manage autonomous learning environments that promote independent exploration of topics by students. This requires different skills than traditional classroom management.

d. **Assessment Methods:** The Merdeka Curriculum encourages formative and performance-based assessments, which many teachers are not fully trained in, especially for subjects like English that require language proficiency evaluation.⁵¹

c) **Knowledge Barriers**

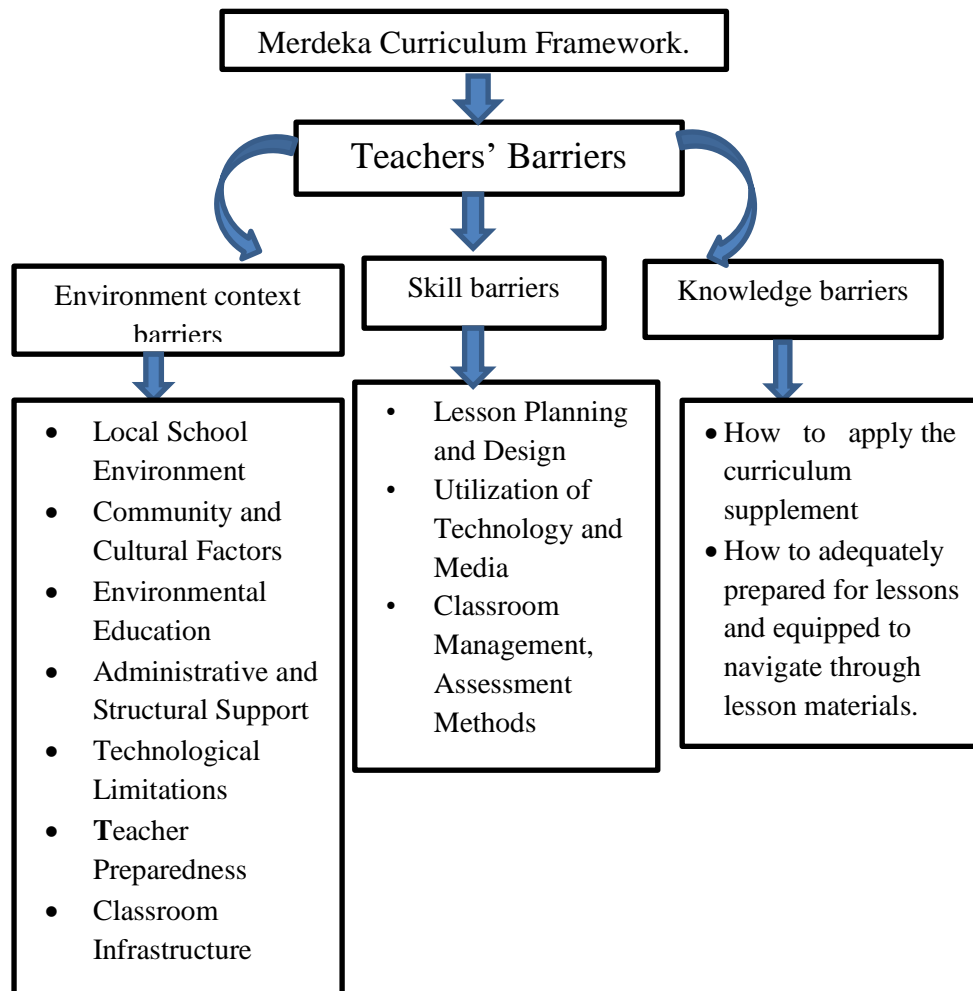
The primary challenge encountered was the educators' restricted understanding of how to effectively engage as attentive conversationalists in order to promote children's language acquisition. The initial barrier identified was the teachers' deficiency in understanding the proper utilization of curriculum supplementation. Especially in the initial stages of the intervention, teachers have reported devoting a considerable amount of time to adequately preparing lessons and managing the teaching materials. The implementation of the Merdeka curriculum within the English classroom is hindered by obstacles related to knowledge, primarily stemming from teachers' inadequate grasp of the curriculum's principles. Many educators struggle with the shift towards student-centered learning and differentiated instruction, as well as with integrating project-based learning approaches. Furthermore, there is often inadequate knowledge regarding assessment methods aligned with the curriculum, particularly for evaluating English language proficiency. Teachers also express difficulty in aligning their lesson plans with the new objectives and learning outcomes set by the curriculum.⁵²

⁵¹ *Ibid.* Fitra and Tiarina, 'An Analysis of English Teachers' Challenges in Implementing Merdeka Curriculum at SMAN 3 Solok Selatan'.(2023)

⁵² *Ibid.* Awaliyah and Tiarina, 'An Analysis of English Teachers' Difficulties and Strategies in Implementing Merdeka Curriculum on the Seventh Grade at SMPN 1 Panyabungan Selatan'.(2023)

C. Theoretical Framework

In this conceptual framework, the researcher used analyze the concept of Merdeka curriculum First, than analysed focused to barriers faced by teachers on the Medeka Curriculum and the teacher's role in this Merdeka curriculum. The study also highlight the challenges or the various challenges faced by the teacher in the implementation of the Merdeka Curriculum, including issues related to the environmental context, including: Local School Environment, Community and Cultural Factors, Environmental Education, Administrative and Structural Support, Technological Limitations, Teacher Preparedness, Classroom Infrastructure, skill barriers including: Lesson Planning and Design. Utilization of Technology and Media, Classroom Management, Assessment Methods, and Knowledge barriers included: To effectively utilize the curriculum supplement, it is crucial to understand how to effectively prepare for class and manage the lesson materials, it is essential to adopt a systematic approach chart created as follows:



Picture: 1.1. Conceptual Framework Chart

CHAPTER III

RESEARCH METHOD

A. Type of The Research

The researcher employed a descriptive qualitative method, specifically utilizing semi-structured interviews for data collection. This approach aimed to gather detailed insights and perspectives on the research topic from the participants. The methodology employed to assess the responses of individuals exposed to a scenario that has been previously examined by the researcher. The objective of this research project was to compile detailed information pertaining to the obstacles encountered by educators in the process of implementing the Merdeka curriculum. This approach was a systematic manner in which to detail and elucidate the information, thus facilitating a comprehensive analysis of the collection.

In the quantitative research conducted, the research subject pertaining to the Merdeka curriculum has been identified as definitive and may undergo alterations in the forthcoming times. This is due to the fact that if the introduction of the Merdeka curriculum is deemed unsuccessful, it has been substituted with a more improved curriculum than before. The research reveals the challenges that English teachers encounter when attempting to implement the Merdeka curriculum. This research aims to investigate the difficulties faced by English educators in the application of the latest curriculum.

B. Focus of the Research

The primary focus of the research centered on the barriers faced by educators in the implementation of the Merdeka curriculum. The Merdeka curriculum has been implemented in the teaching, learning process, and assessment by the seventh and eighth-grade English teachers of UPT SMP Negeri 1 Sabbang Selatan which are Mr. SFDN, S.Pd,Gr. Ms. YNT, SPd. and Ms. MRC, S.Pd. The researcher only made one observation and that was during the learning observation with the material in the first semester and the topic “Describing people” and "Narrative text.

C. Definitions of Key Terms

The researchers aim to clarify the essential terms referenced in the title to avoid any confusion or differing interpretations among the readers.:

1. Merdeka Curriculum

Curriculum and instruction are essential components of the educational process. The curriculum encompasses a set of strategies that are specifically developed to enhance teaching and learning. ⁵³The responsibility for the formulated plans lies with the educational institutions and their respective faculty members. The Merdeka Curriculum Pocket Book clarifies the curriculum by outlining various in-class learning activities. The learning content has been carefully curated to provide students with ample opportunity to enhance their competencies. Free learning can be interpreted as the implementation of a

⁵³ S Nasution, *Kurikulum Dan Pengajaran* / S. Nasution, Cet. 2, Ce (Jakarta : Bumi Aksara, 1995; 2012).

curriculum that prioritizes a pleasurable environment during the learning process. Moreover, it aims to foster creativity and innovation among educators.⁵⁴ The curriculum prioritizes the provision of varied in-class learning experiences and meticulously adapts content to ensure that students have sufficient time to explore concepts and develop their skill sets.

2. Teaching English of Junior high School

The academic background of junior high school teachers is an additional factor that influences the methods they employ in their teaching practices. The curriculum includes a variety of teaching methods and strategies that are tailored to meet the distinct needs and learning styles of students. Teachers tend to instruct the subject of English in a manner that reflects the methods employed during their own academic experiences. Teachers tend to instruct the subject of English in a manner that reflects the methods employed during their own academic experiences. Teachers have a tendency to instruct English in the same manner in which they were taught as students. English teachers in junior high schools must possess the capability to create interactive and engaging lessons. So that the students can participate well.

3. Implementation of *Merdeka Curriculum*

The Merdeka curriculum is an educational framework created by Minister of Education Nadiem Makarim. This curriculum aims to empower students by providing them with the autonomy to explore and cultivate their unique talents and interests. By incorporating a curriculum focused on fostering freedom,

⁵⁴ Dewi Juita and Yusmaridi M, 'The Concept of "Merdeka Belajar" in the Perspective of Humanistic Learning Theory', *SPEKTRUM Jurnal Pendidikan Luar Sekolah (PLS)*, 9.1 (2021), pp. 20–30, doi:10.24036/spektrumpls.v9i1.111912.

significant transformations can be observed within educational institutions. Teachers possess the ability to exercise their creativity to the fullest extent within the classroom setting, allowing them to develop a more profound insight into the interests, skills, requirements, and capabilities of their students.

The introduction of the freedom curriculum in driving schools is intricately linked to the formation of students who are oriented towards Pancasila, focusing on the nurturing of proficient individuals who exemplify robust character values. In the execution of the Freedom Curriculum, there are variety of challenges must be solved to overcoming, particularly in garnering the interest of school members to drive the change. The principal must possess the ability to effectively navigate, lead, and motivate teachers in their pursuit of enhanced educational outcomes. Additional, Effective collaboration among teachers, school administrators, authorities, parents, and other pertinent stakeholders is essential to guarantee the successful execution of the curriculum for freedom within educational institutions.⁵⁵

4. Teacher's barriers to the application of the curriculum.

Implementation refers to the procedure of actualizing or executing the written curriculum.⁵⁶ The procedure of implementing ideas, concepts, and curriculum standards within a learning activity enables students to develop a particular set of competencies through their engagement with the environment.

⁵⁵ Yose Indarta and others, 'Relevansi Kurikulum Merdeka Belajar Dengan Model Pembelajaran Abad Dalam Perkembangan Era Society 5.0', *Edukatif: Jurnal Ilmu Pendidikan*, 4.2 (2022), 3011–24 <<https://doi.org/10.31004/edukatif.v4i2.2589>>.

⁵⁶ Muhamad Ahyar Rasidi and Farida Agus Setiawati, 'Faktor-Faktor Kesulitan Guru Pada Pembelajaran Tematik Integratif Di Sd Kota Mataram', *Jurnal Prima Edukasia*, 3.2 (2015), p. 155, doi:10.21831/jpe.v3i2.6504.

D. Setting of the Research

1. Location of Research

The location of this study is located at UPT SMPN 1 Sabbang Selatan in the academic year 2024/2025. This school is implementing *Merdeka Curriculum*. It is located in Desa Dandang, Kec. Sabbang Selatan, Kabupaten Luwu Utara Sulawesi Selatan.

2. Time of Investigation

The research was conducted within English classes and the educational curriculum in the academic year 2024/2025. The investigation was conducted for 3 months namely from 02 October 2024 to 02 December 2024.

E. Data and Source of the Data

1. Data

Data serves as an essential component employed for analytical purposes. The information provided in this research investigates the challenges encountered by English educators in applying the Merdeka Curriculum throughout the teaching and learning process for seventh and eighth grade students at UPT SMP Negeri 1 Sabbang Selatan during the academic year 2024/2025. This research was incorporates both primary and secondary data sources. Primary data were obtained directly from the English teacher through the methods of observation, interviews, and documentation. Secondary data are data source obtained indirectly providing information that compliment primary data. Secondary data source are in the form of document and archives which include curriculum and daily learning implantation plans, and important notes related to students studied.

2. Source of Data

The data source refers to the source of the information employed in the research. In qualitative research, data sources may encompass individuals or informants, events, locations, objects, and a diverse array of images, records, archives, and documents.⁵⁷ The data sources employed in this study consist of informants, event analysis, and document analysis. An informant refers to a person who provides information or data related to a particular topic. The informant in the current study was an English teacher who provided information and data regarding the challenges faced by English teachers in implementing the Merdeka curriculum during the teaching and learning activities of the seventh and eighth grades students at UPT SMP Negeri 1 Sabbang Selatan, in the academic year 2024-2025. The educational process will occur in the seventh and eighth grade. Information can be obtained through the observation of events or activities relevant to the research questions. The data source for this investigation consists of the activities taking place during the English teaching and learning sessions. In this research, the documents include the Teaching Module and attendance records.

F. Instruments of the Research

Research instruments are used to gathering data, researchers, referred to as "naturalists," primarily rely on their own capabilities as instruments.⁵⁸ This may be due to the difficulty of specifying exactly what was being investigated. According to Scholarly literature indicates that the human subject is viewed as

⁵⁷ H.B. Sutopo, *Metodologi Penelitian Kualitatif: Dasar Teori Dan Terapannya Dalam Penelitian*, Second edi (Univ. Sebelas Maret, 2006) <<https://lib.ui.ac.id/detail.jsp?id=20259795%0A>>.

⁵⁸ Lexy J Meleong, *Methodology Penelitian Kualitatif* (PT Remaja Rosdakarya, 2009).

the principal tool in qualitative research, thereby deemed more suitable for this approach. In the context of this study, the researcher serves as the main instrument for collecting the necessary data and information.⁵⁹ To gather data and information, it was essential to employ an observation guide, an interview guide, and a guide for documentary analysis. Alongside these tools, field notes were meticulously documented. For instance, written accounts were kept of observations, experiences, and reflections encountered during the data collection process. These records play a crucial role in capturing the findings and insights obtained throughout this endeavor.⁶⁰

1. Observation Guideline

Observation Guide is a mapping of anticipated behaviors that the researcher observed in respondents throughout the course of the research project.⁶¹ The execution of learning constitutes a vital element of the teaching and learning process, in accordance with the directives established in the prior plan. It represents a core aspect of the learning activity, customized to facilitate its application.⁶² The Merdeka curriculum prioritizes development aligned with student learning outcomes (CP). The Teaching at the Right Level (TaRL) methodology concentrates on providing instruction that corresponds to each student's specific learning stage. A comprehensive overview of the implementation of the Merdeka curriculum within the English classroom is provided, encompassing the following components:

⁵⁹ S. Nasution, *Metode Penelitian Naturalistik Kualitatif* (Tarsito, 1988).

⁶⁰ R.C. Bogdan, *Qualitative Research for Educations* (Universitas Muhammadiyah Malang).

⁶¹ Orlando Villella, 'Qualitative Market Research', Volume 3, No. 4.

⁶² Hadion Wijoyo and Haudi Haudi, *Strategi Pembelajaran*, 2021.

1) Planning, 2) Implementation, and 3) Evaluation of the activity.⁶³

Table 3.2. Guideline of Observation

No	Components of Indicator	Teachers		
		I	II	III
	Planning activities			
1.	The teachers have moduls and learning plans that are in line with the principles of the Merdeka Curriculum			
2.	There are clear and specific learning objectives that support student learning in Merdeka Curriculum			
3.	The lesson plan includes a student-centered approach			
4.	The material is prepared in a manner that is relevant to the needs and characteristics of students.			
5.	There are differentiation strategies designed according to student abilities..			
	Implementations activities			
6.	Teachers apply varied and interactive learning methods, encouraging student activity			
7.	Learning emphasizes collaboration, communication, and the development of critical thinking.			
8.	Teachers give students the freedom to explore and complete tasks creatively.			
9.	Learning provides real or contextual experiences that are relevant to students' lives.			
	Evaluating Activities			
10.	Teachers provide continuous assessments during			

⁶³ Kemendikbudristek, 'Tahapan Implementasi Kurikulum Merdeka Di Satuan Pendidikan.', *Kemendikbudristek*, 2022, pp. 1–16 <<https://kurikulum.kemdikbud.go.id/wp-content/uploads/2022/07/Tahapan-Implementasi-Kurikulum-Merdeka.pdf>>.

	the learning process			
11.	There is constructive and relevant feedback for student development			
12.	Reflection, evaluation and quality improvement curriculum implementation			

2. Interview Guideline

The interview guide comprises a list of topics utilized during interviews to elicit further information from the participants.⁶⁴ The interview guide was employed to gather information regarding the educators' execution of the curriculum concerning both the facilitators and impediments. The researcher created the interview guide utilizing the theoretical framework concerning the challenges faced by teachers in implementing the curriculum.⁶⁵

Table 3. 3 Guide of Interview

No.	Content	Indicator	Activity	Explain
	Barriers to successful curriculum execution.⁶⁶			
1.	An examination of the experiences and practices of educators concerning the	Can you identified specific success and barriers that educators have encountered during the implementation of the		

⁶⁴ Catherine & Gillian Symon Cassell, *Essential Guide to Qualitative Methods in Organizational Research* (SAGE Publications Ltd, 2004).

⁶⁵ *Ibid.* Tricia A. Zucker, Erin Jacobs, and Sonia Q. Cabell(2021)

⁶⁶ *Ibid.* Erica A Nevenglosky, Cale, and Panesar Aguilar, 'Barriers to Effective Curriculum Implementation'.(2018)

	implementation of the new curriculum.	Merdeka Curriculum?		
		What resources (materials, training or support) do educator consider vital for the effective implementation of the Merdeka Curriculum?		
		What types of assistance (training, infrastructure or mentoring) has the school provided to support the implementations of the Merdeka Curriculum?		
		Can you describe the specific components of the Merdeka Curriculum that have been modified compared to the previous syllabus?		
	The top barriers faced by English educators in the execution of the			

	new English curriculum.⁶⁷			
1.	The Barriers of Environmental Context	What barriers, such as lack of resources or training do English educators face in implementing the Merdeka Curriculum?		
		What specific environmental factors (Classroom setting, school facilities or community support) affect the barriers faced by English teachers in implementing the Merdeka curriculum?		
2	Barriers of Skill	What specific skills do English educators find barriers to develop while applying the Merdeka Curriculum? How do English teachers perceive their classroom management skills as inadequate when implementing the Merdeka Curriculum ?		

⁶⁷ *Op. cit.* Tricia A. Zucker, Jacobos, and Cabell, 'Exploring Barriers to Early Childhood Teachers' Implementation of a Supplemental Academic Language Curriculum'.,(2021)

3.	Barriers of Knowledge	<p>What foundational knowledge (pedagogical principles , content knowledge or curriculum design) do English teachers need to effectively apply the Merdeka Curriculum ?</p> <p>What specific types of knowledge support (training , guidance or collaborations with collage) do English teachers need to implementation the Merdeka Curriculum ?</p>		
----	-----------------------	---	--	--

3. The Guideline of Document

The guideline document acts as an essential resource for researchers aiming to gather data or information through the analysis of teaching materials utilized by educators. The process of analyzing the content of a document involves systematically and objectively examining the materials and means of communication that are provided in a written format. This method allows for a thorough understanding of the information contained within the documents, and aids in drawing accurate conclusions.⁶⁸ The teaching material must follow to the following criteria⁶⁹:

⁶⁸ Natalina Nilamsari, 'Memahami Studi Dokumen Dalam Penelitian Kualitatif', *Wacana*, 8.2 (2014), pp. 177–1828 <<http://fisip.untirta.ac.id/teguh/?p=16/>>.

⁶⁹ & Muhammadiyah Magdalena, I., Sundari, T., Nurkamilah, S., Ayu Amalia, D., 'Analisis Bahan Ajar. Jurnal Pendidikan Dan Ilmu Sosial', 2 (2020).

Table3. 4. Guide of Document

No	Implementing	Indicators
1.	The instructional modules should align with the competency standards and fundamental competencies.	
2.	Teaching modules should include a diverse range of knowledge components, specifically facts, concepts, principles, and procedures.	
3.	The educational module contains materials related to qualification skills.	
4.	The educational modules should be organized based on the principle of consistency.	
5.	Teaching modules should be crafted to foster motivation among students, thereby inspiring them to engage more profoundly with their academic pursuits.	
6.	The instructional module should be pertinent to the content that has been previously covered.	
7.	Teaching modules ought to be structured systematically, advancing from fundamental concepts to more intricate ones.	
8.	Practical.	
9.	The educational modules must be adapted to the times.	
10.	Evaluation.	

G. Methods for Data Collection

Data collection techniques are very important in conducted research. Through this data collection technique, it would be easier for researchers to obtain the desired data according to what had be researched were divides into three types namely:

1. Observation

In this activity, the researcher conducted directly to obtain real information according to what have researched. This observation activity plays a very important role in this research because it can help researcher to find out the barriers in implementing Merdeka Curriculum in teaching English at the seventh and eight at UPT SMP Negeri 1 Sabbang Selatan.

Prof. Heru in Rabia Edra observation is an observation technique carried out with case studied or learning deliberately, directed, sequentially, and according to objectives. The result of these observations would be explained in detail, precisely, accurately, comprehensively, objectively and usefully. Meanwhile, according to Sudjana, observation is a research method for measuring individual actions and proses in an observed event.⁷⁰

Furthermore observation serves as a data collection technique in which researchers engage in fieldwork to carefully scrutinize multiple elements, including spatial dimensions, locations, participants, actions, objects, temporal factors, occurrences, objectives, and emotional states. This method is employed to thoroughly analyze the behaviors of research subjects within their particular

⁷⁰ Rabia Edra, 'Pengertian Observasi Menurut Para Ahli Sosiologi Kelas, Ruang Guru.', 2017.

contexts, or location, at a specific point in time, and under specific conditions. In this research, the researchers carried out observations on the execution of the Merdeka Curriculum throughout the instructional sessions within the classroom.⁷¹ The observation took place in the seventh and eighth grade namely: VII.A, VII.D and VIII.B, it was conducted on 5th -7th of November 2024. Researchers employed this observation to collect data regarding the barriers encountered by teachers during the learning process which is including planning, implementing and evaluating process. In each English language learning program, observations were conducted in every class and teachers.

2. Interview

Interview was activities to collect data directly through question and answer activities carried out by the researcher and the object being studied. In this interview activity the researcher met directly with the three English teachers namely: Mr. SFDN, S.Pd.,Gr. Ms. YNT, S.Pd and Ms. MRC, S.Pd at the place where the researcher conducted the research to obtain information and data from the school by interviewed them. Interview took place in the office on the 5th till 7th November 2024. Data was gathered through interviews aimed at acquiring information regarding the implementation of the Merdeka curriculum (planning ,implementing, evaluating) and the barriers encountered by teachers during its execution. In addition interviewing serves as a method employed by researchers

⁷¹ Dayinta Galih Jalanidhi, *'Identifikasi Hambatan -Hambatan Guru Dalam Pembelajaran di Sekolah Inklusif SD Oleh : Dayinta Galih Jalanidhi Program Studi Pendidikan Luar Biasa'*, 2017.

to obtain insights into the personal experiences and perspectives of individuals.⁷² The researcher prepare 10 interviews questions , were carried out with the English teachers, specifically Mr. SFRD, Ms. YNT, and MRC, who served as the primary informants and used a voice recorder to collect the data. From the result of interview, the researcher was entered all the information and data obtained into a research. Sugiono in Rina Hayati, interview is a process or data collection technique that is carried out in a structured or unstructured manner which can be done face to face or directly or indirectly or by telephone.⁷³ an in depth interview which aims to find out the problem more openly, where the parties invited to the interviewed, the researcher must prepare questions that appropriate to what the researcher need for his research when they want to conduct the research.

3. Documentation

Documentation also plays important role in this research it can help researcher to collect data by using documents in the form of archives, photos, transcripts and other supporting documents to help obtain information. This documentations activity was carried out to obtain information that has not been obtain from interview activities. Researcher use this activity to facilitated real data collection by attaching photos of activities carried out during the learning process to strengthen the data obtained by researcher. These methods are used to gather information for research and analysis purposes.

⁷² Loraine Busetto, Wolfgang Wick, and Christoph Gumbinger, 'How to Use and Assess Qualitative Research Methods', *Neurological Research and Practice*, 2.1 (2020), doi:10.1186/s42466-020-00059-z.

⁷³ Rina Hayati, (2022). *Pengertian Wawancara, Tujuan, Jenis, Ciri, Dan Cara .Membuatnya. Penelitian. Ilmiah.Com.*, 2022.

The research outcomes presented are derived from the analysis performed on documents.⁷⁴ In the present study, the primary materials utilized consisted of lesson plans. Checking data validity Prior to the analysis of the data, the researcher performed an evaluation to determine its validity. Investigative methods are essential for verifying the accuracy and legitimacy of the data. The application of research techniques is based on established criteria. There are four criteria which are typically utilized in research studies: Credibility, Transferability, Reliability, and Confirmability.⁷⁵

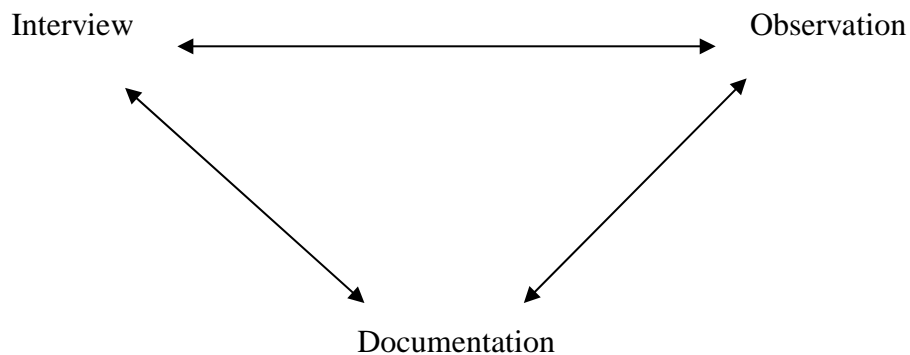
Techniques that can be utilized to assess the credibility of data in qualitative research encompass prolonged observations, meticulous attention in research methodology, triangulation, peer collaboration, negative case analysis, and member validation.⁷⁶ In this particular instance, the researchers employed triangulation to verify the accuracy of the data. Triangulation is a technique employed to evaluate the credibility of data by integrating supplementary sources or methods to verify and cross-reference the information. This technique involves comparing the data with another factor in order to ensure accuracy and reliability. The methodology utilized in this research involved the implementation of the triangulation technique. Triangulation is a technique employed to evaluate the credibility of data by integrating supplementary sources.

⁷⁴ *Ibid.* Natalina Nilamsari, 'Memahami Studi Dokumen Dalam Penelitian Kualitatif', (2014)

⁷⁵ M.A Prof. DR. Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, ed. by Edisi revisi ; Cetakan ketiga puluh Delapan (Bandung : PT Remaja Rosdakarya, 2018).

⁷⁶ Sugiyono, *E-Book Metode Penelitian Kuantitatif, Kualitatif, Dan RD* (Bandung : Alfabeta., 2013).

Figure 2.2 This demonstrates the triangulation process by employing three different methods of data collection.⁷⁷



Triangulation is considered the optimal method for mitigating discrepancies in the perception and interpretation of reality during data collection in a study. Triangulation, in essence, enables the researcher to validate the findings by contrasting the data gathered through various methodologies.⁷⁸

H. Techniques the Data Analysis

A qualitative data analysis entails the methodical examination and arrangement of interview transcripts, field notes, and various other collected materials, aimed at improving individual understanding and facilitating the effective communication of results to others.⁷⁹ Data analysis encompasses multiple steps. These steps include data collection, data summarization, and concluding remarks. An interactive analysis model was utilized in the course of this study. There exist two distinct models for qualitative data analysis: the flow analysis model and the interactive analysis model. In the interactive analysis

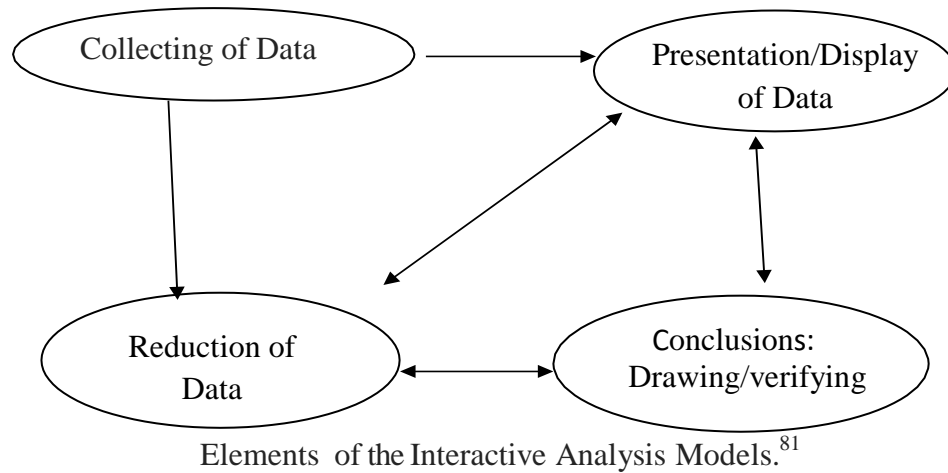
⁷⁷ Ibid. Sugiyono, *E-Book Metode Penelitian Kuantitatif, Kualitatif, Dan RD.*, (2013)

⁷⁸ Ibid. Meleong, *Methodology Penelitian Kualitatif*. (2009)

⁷⁹ *Op.cit.* Sugiyono, *E-Book Metode Penelitian Kuantitatif, Kualitatif, Dan RD.*, (2013)

model, the processes of data reduction and data presentation occur simultaneously with the collection of data.⁸⁰

Figure 3. 2. Elements of Interactive Analysis Models.



1. Collecting of Data

This document outlines the protocol for gathering the necessary information for the purpose of conducting this investigation. The researcher utilizes several techniques, as previously outlined, notably observation, interview and documentation that including planning, implementing and evaluating. This approach was appropriate for gathering all the necessary data required to carry out this research.

2. Reduction of Data

Data summarization is a crucial process in research methodology that involves the selection, focus, simplification, abstraction, or the modification of

⁸⁰ Matthew B A Michael Huberman, Jhony saldana Milles, *Qualitaive Data Analysis*, 3rd edn (1994).

⁸¹ A Michael Huberman, Jhony saldana Milles, *Qualitaive Data Analysis*.

data acquired from a variety of sources including field notes, papers, interview transcripts, and other empirical materials is being conducted.⁸² The processes of selection, paraphrasing, summarizing.

After collecting the data, the researcher systematically organizes the information related to the central research question concerning the application of the Merdeka Curriculum in the English learning process at UPT SMPN 1 Sabbang Selatan. Specifically, the researcher analyzes the challenges encountered by teachers in the curriculum implementation during the academic year 2024/2025 through three primary data sources: interviews, observations, and documentation.

a. Interview Data Analysis

The data obtained from interviews with English teachers are transcribed, categorized, and analyzed to identify recurring themes regarding the barriers they face in implementing the Merdeka Curriculum. This includes teachers' perspectives on lesson planning, classroom management, assessment methods, and institutional support. The responses are coded and grouped based on common difficulties, such as lack of training, limited resources, or student engagement issues.

b. Observation Data Analysis

Observational data collected from classroom sessions are analyzed to examine teachers' instructional methods, student participation, and the real-time application of the Merdeka Curriculum principles. The researcher systematically notes behavioral patterns, teaching strategies, and challenges

⁸² *Ibid* . A Michael Huberman, Jhony saldana Milles, *Qualitaive Data Analysis*.(1994)

faced by teachers in lesson delivery. This analysis helps to cross-validate the self-reported challenges from the interviews by identifying inconsistencies or additional barriers that might not have been explicitly mentioned.

c. Document Analysis

Documents such as lesson plans, teaching schedules, and assessment records are reviewed to assess the alignment between theoretical curriculum guidelines and actual classroom practice. The researcher examines whether lesson plans reflect the autonomy and flexibility emphasized in the Merdeka Curriculum and whether the assessments used align with student-centered learning principles. Any discrepancies between documented plans and observed classroom implementation highlight potential structural or administrative barriers.

Through this systematic reduction of data, the researcher ensures that findings accurately represent the challenges experienced by teachers, allowing for a comprehensive understanding of the barriers in implementing the Merdeka Curriculum in English learning.

3. Presentation of Data

Data presentation refers to a structured and concise aggregation of information that facilitates the drawing of conclusions and the making of decisions. In previous times, the predominant method of presenting qualitative data was through lengthy textual descriptions. This approach

typically involved detailed explanations and analyses in written form.⁸³ The research included comprehensive explanations and analyses articulated in written format. It presented data in a narrative style, outlining the application of the Merdeka Curriculum within the English learning process at UPT SMPN 1 Sabbang Selatan for the academic year 2024/2025. It also highlighted various categories of barriers faced by teachers during the implementation of the Merdeka Curriculum namely in planning, implementing and evaluation.

4. Drawing Conclusion

The conclusion phase of the research follows the presentation of the data, marking the final step in the process. In the final phase of the research, conclusions are drawn after the data has been presented. The credibility of findings is established when they are backed by reliable and consistent evidence. This study offers research results regarding the application of the Merdeka Curriculum within the English learning process, along with the barriers that educators encounter while implementing the curriculum at UPT SMP Negeri 1 Sabbang Selatan for the academic year 2024/2025.

⁸³ *Op.cit.* A Michael Huberman, Jhony saldana Milles, *Qualitaive Data Analysis*.(1994)

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Research Result

1. General Descriptions of Research Locations

a. UPT SMPN 1 Sabbang Selatan.

UPT SMPN 1 Sabbang Selatan is located Desa Dandang, Kec. South Sabbang Luwu Utara regency, South Sulawesi 92955. It has 259 students consisting of 127 male 132 female students. UPT SMPN 1 Sabbang Selatan is accredited A under the auspices of the principle Mrs. Isnaningsih, S.Pd.,M.Pd.

UPT SMPN 1 Sabbang Selatan has building consisting of office space , 10 classrooms , 1 Library. Apart from that , it has some bathrooms and a school yard that is large enough can support students' needs while they are in school environment. Judging from the neat and clean school environment, the existing rooms are used according to their function.

b. Vision and mission

1) Vision

“Creating students who are intelligent, have noble characters, and cultured based on Pancasila Values”

2) Mission

a) Educating Students through Intracurricular, P5 and Extracurricular Activities

b) Implement active, innovative , creative, effective and fun learning with scientific approach

c) Strengthening the character of students through organizing religious and

holiday activities habits /culture implemtened in schools

- d) Instill an attitude of love for the country and nationalism through teaching and learning activities and extracurricular activities at school
- e) Provide counseling guidance to students regarding independence and discipline which is carried out periodically

2. Analysis of the result of the validity and reliability of research instruments

Before the instruments is used, validation activities are first carried out by two validators who are experts in ther fields. The reseach instrument validators consisted of 2 validator taken from IAIN Palopo lecturers.

Table: 3.4. Validator's Name

No	Name	Job
1.	Dr. Magfirah Thayyib,S.S.,M.Hum	Lecturer in IAIN Palopo
2.	Dewi Furwana, S.Pd.,M.Pd	Lecturer in IAIN Palopo

After the instrument has been validated by the validators, the next step is for the researcher to improve the instrument based on suggestions and indut peovided by the validator team until validations is suitable for use in research activities.

3. The implementations of Merdeka Curriculum in teaching English in the seventh and eight classes

To find out the implementations Merdeka curriculum, the researcher made observation at the three class and English teachers from November 5th, 2024 till

7th 2024. The subject of this research was three English teachers at UPT SMPN 1 Sanggalan Selatan, who taught in seventh and eighth classes. The researcher has made observations about the planning, implementing and evaluating of Merdeka Curriculum in teaching and learning English. Data was collected using the theory of kemendikbudristek (2022), which describes the implementation of Merdeka Curriculum in teaching English which includes: Planning, Implementing, and Evaluating activity:

a. The First teacher

The observation was conducted on November 5th, 2024 in the Seventh .A class on Tuesday at 08:00-10:00 Am, and the subject is Ms. YNT, S.Pd. The material of this meeting is about Describing people.

1) Planning activities

- a) The first English teacher in the planning activities use the *Modul Ajar* as a structured yet flexible guide to facilitate effective teaching and learning. The *Modul Ajar* serves as a comprehensive resource containing lesson plans, learning objectives, activities, assessments, and enrichment materials, all designed to align with the curriculum's focus on student-centered learning and competency development
- b) The first teachers knowing the students needed (the competence, interested and learning style of the students).
- c) The first teachers used the differences instruction in learning.
- d) The first teachers integrated the Profil Pancasila students in learning to develop the students characters.

2) Implementing activities

- a) During the implementation of the *Merdeka Curriculum*, students demonstrated active participation and enthusiasm in classroom discussions. The learning environment encouraged collaborative dialogue, where students were empowered to share their ideas, ask questions, and build on each other's thoughts. The teacher facilitated this process by introducing open-ended questions, promoting peer interaction, and providing opportunities for students to express their opinions in English.
- b) This approach focuses on students asking questions and exploring answers through research and discussion. In English class, students may investigate topics of interest, helping them develop critical thinking and language skills simultaneously.
- c) The first teacher utilize educational applications to support English learning. However, the use of these applications tends to be limited. Teachers often rely on only a few basic tools, such as *Google form* for assigning task for occasional quizzes, rather than fully integrating a wide range of digital resources into their teaching practices.

3) Evaluating activities

- a) The first teacher give immediate, specific, and actionable feedback to students based on their formative assessment results. Instead of focusing solely on errors, they highlight areas for improvement and offer clear suggestions. This helps students understand their strengths and weaknesses and fosters a growth mindset.

- b) The first teacher use the rubric to ensure that students not only understand concepts but can also translate that understanding into real-world action, thus developing a wide range of practical competencies.
- c) The results of various evaluations whether formative, summative, or peer assessments are carefully analyzed and used to make adjustments in teaching methods, learning activities, and support strategies. This dynamic approach fosters continuous improvement and ensures that the learning environment remains responsive to students' needs.



Picture: 1.2 Observation to the first English Teacher

b. The Second teacher

The observation was conducted on November 6th, 2024 in the seventh.D class on Wednesday at 09:00-11:00 Am, and the subject is Ms.MRC, S.Pd. The material of this meeting is about Describing People.

1). Planning activities

- a). The second English teacher in the planning activities use the *Modul Ajar* as a structured yet flexible guide to facilitate effective teaching and learning. The *Modul Ajar* serves as a comprehensive resource containing lesson plans, learning objectives, activities, assessments, and enrichment materials, all designed to align with the curriculum's focus on student-centered learning and competency development
- b). The second teacher didn't explored the students needed (the competence , interested and learning style of the students).
- c). The second teachers used only one instruction in learning.
- d). The second teachers integrated the Profil Pancasila students in learning to develop the students characters.

2). Implementing activities

- a) During the implementation of the *Merdeka Curriculum*, students demonstrated unactive participation in classroom discussions, although teacher facilitated this process by introducing open-ended questions, promoting peer interaction, and providing opportunities for students to express their opinions in English but the students still silent way.
- b) This approach focuses on students asking questions and exploring answers through research and discussion. In English class, students may investigate topics of interest, helping them develop critical thinking and language skills simultaneously.

c) The second teacher didn't use educational applications to support English learning. Teachers often rely on only a reference book,

3). Evaluating activities

a) The second teachers give immediate, specific, and actionable feedback to students based on their formative assessment results. Instead of focusing solely on errors, they highlight areas for improvement and offer clear suggestions. This helps students understand their strengths and weaknesses and fosters a growth mindset.

b) The second teacher didn't use the rubric to ensure that students understand concepts.

c) The results of various evaluations whether formative, summative, or peer assessments are analyzed and used to make adjustments in teaching methods, learning activities, and support strategies. This dynamic approach fosters continuous improvement and ensures that the learning environment remains responsive to students' needs.



Picture: 1.3 Observation to the second English Teacher

c. The Third teacher

The observation was conducted on November 7th, 2024 in the eight. D class on Thursday at 09:00-11:00 Am, and the subject is Mr.SPRD, S.Pd.,Gr. The material of this meeting is about procedure text.

1. Planning activities

- a) The third English teacher in the planning activities used the *Modul Ajar* as a structured yet flexible guide to facilitate effective teaching and learning. The *Modul Ajar* serves as a comprehensive resource containing lesson plans, learning objectives, activities, assessments, and enrichment materials, all designed to align with the curriculum's focus on student-centered learning and competency development
- b) The third teachers knowing the students needed (the competence, interested and learning style of the students).
- c) The third teachers used the differences instruction in learning.
- d) The third teachers integrated the Profil Pancasila students in learning to develop the students characters.

2. Implementing activities

- 1. During the implementation of the *Merdeka Curriculum*, students demonstrated active participation and enthusiasm in classroom discussions. The learning environment encouraged collaborative dialogue, where students were empowered to share their ideas, ask questions, and build on each other's thoughts. The teacher facilitated this process by introducing open-ended questions, promoting peer interaction, and providing opportunities for

students to express their opinions in English.

This approach focuses on students asking questions and exploring answers through research and discussion. In English class, students may investigate topics of interest, helping them develop critical thinking and language skills simultaneously.

2. The third teacher utilize educational applications to support English learning. However, the use of these applications tends to be limited. Teachers often rely on only a few basic tools, such as *Google form* for assigning tasks for occasional quizzes, rather than fully integrating a wide range of digital resources into their teaching practices.

3. Evaluating activities

a). The third teacher give immediate, specific, and actionable feedback to students based on their formative assessment results. Instead of focusing solely on errors, they highlight areas for improvement and offer clear suggestions. This helps students understand their strengths and weaknesses and fosters a growth mindset.

b). The third teacher use the rubric to ensure that students not only understand concepts but can also translate that understanding into real-world action, thus developing a wide range of practical competencies.

c). The results of various evaluations whether formative, summative, or peer assessments are carefully analyzed and used to make adjustments in teaching methods, learning activities, and support strategies. This dynamic approach

fosters continuous improvement and ensures that the learning environment remains responsive to students' needs.



Picture: 1.3 Observation to the third English Teacher

4. The barriers of teacher in implementing Merdeka curriculum in teaching English at UPT SMPN 1 Sabbang Selatan.

To answers the problem statement, the researcher used observation, interview, and documentation to collect the data. The researcher used theory about barriers to effective Merdeka Curriculum implemented based on (Nevenglosky, 2018) and theory about top barriers to English teachers implementation the Merdeka Curriculum to teach English based on (Zucker et al.,2021). The subject of this research were three English teachers at UPT SMPN 1 Sabbang Selatan who taught in seventh and eight class. The researcher has made one observations in each three class. Interview were conduct on November 6th,2014 until November 8th, 2024 in UPT SMPN 1 Sabbang Selatan.

a. Barriers in Merdeka Curriculum based on (Nevengslongki, 2018)

Table: 3.5. List of teachers problems

No	Barriers in Implementing Merdeka Curriculum	Description
1.	Passive Student, Participation	Some students tend to be passive and do not pay enough attention during the learning process.
2	Limited Facilities and Infrastructure	Schools face challenges such as inadequate IT access and lack of appropriate teaching materials.
3	Lack of teacher understanding	Teachers need a deeper understanding of project-based learning (PBL), differentiated learning, and the Pancasila student profile.
4	Limited Teacher Training and Development	Teachers require ongoing support such as seminars, webinars, and training to fully grasp and implement the Merdeka Curriculum.
5	Lack of Support from Stakeholders	Support from school leaders and parents is essential but often lacking, affecting motivation and

		curriculum implementation.
6	Time Management and Resource Constraints	Teachers struggle with managing time effectively and accessing adequate learning resources for successful curriculum implementation.

Based on Nevengslongki (2018), several key barriers hinder the effective implementation of the Merdeka Curriculum in English language teaching. One of the most prevalent issues is passive student participation, where some students lack engagement and fail to pay adequate attention during the learning process. This disengagement reduces the effectiveness of interactive and student-centered learning approaches.

Additionally, limited facilities and infrastructure present significant challenges. Many schools struggle with inadequate IT access and a lack of appropriate teaching materials, making it difficult for teachers to integrate technology and innovative teaching strategies into their lessons.

Another major barrier is the lack of teacher understanding of essential components of the Merdeka Curriculum, such as project-based learning (PBL), differentiated instruction, and the Pancasila student profile. Without a solid grasp of these concepts, teachers find it challenging to design and implement effective lessons that align with the curriculum's objectives.

Moreover, limited teacher training and professional development opportunities further impede curriculum implementation. Teachers require continuous support through seminars, webinars, and specialized training to enhance their pedagogical skills and successfully implement the curriculum.

The lack of support from stakeholders, including school leaders and parents, also negatively affects curriculum implementation. Effective education reform requires strong collaboration, yet many teachers face insufficient encouragement and institutional backing, which leads to reduced motivation and difficulties in executing curriculum-based teaching strategies.

Finally, time management and resource constraints pose additional barriers. Teachers often struggle to balance administrative responsibilities with instructional demands, making it difficult to allocate sufficient time and resources for effective teaching and learning.

b. Top barriers to English teachers' implementation the Merdeka curriculum to teach English based on (Zucker et al., 2021)

a) Environmental context barriers

Table: 3.6. List of Environmental Context Barriers

NO	Environmental Context Barriers	Description
1	Adaptation Challenges	The transition from the old curriculum to the Merdeka Curriculum takes time and effort.
2	Administrative Workload	Teachers struggle with administrative tasks such as lesson planning and program implementation.
3	Lack of Training and	Teachers require ongoing training and

	Assistance	guidance to effectively implement the Merdeka Curriculum.
4	Limited Stakeholder Support	Schools and other stakeholders need to provide more support in terms of motivation and resources.
5	Insufficient Understanding of Curriculum Implementation	Some teachers have not fully grasped the essence and practical application of the Merdeka Curriculum.
6	Classroom Management Issues	Teachers face difficulties in maintaining student engagement and focus during lessons.
7	Student Attention and Motivation Problems	Some students lose focus quickly, leading to ineffective learning experiences.

Based on the findings related to *environmental context barriers* in the implementation of the Merdeka Curriculum for teaching English, several key challenges have been identified. The adaptation process from the old curriculum to the new one requires time, and teachers are burdened with administrative tasks that hinder their focus on effective teaching. Additionally, a lack of training and inadequate stakeholder support make it difficult for educators to fully grasp and implement the curriculum successfully. Furthermore, teachers struggle with classroom management issues, where students tend to lose focus and engagement during lessons. This is compounded by the fact that many teachers have not yet mastered the essence and practical application of the Merdeka Curriculum. Without sufficient understanding, training, and institutional support, the implementation process faces significant hurdles. In conclusion, addressing these barriers requires structured training programs, administrative workload reduction, and enhanced collaboration between teachers, schools, and stakeholders. More

efforts should be made to improve classroom management strategies to ensure that students remain actively engaged in the learning process.

b) Skill Barriers

Table: 3.7. List of Skill Barriers

NO	Skill Barriers	Description
1	Lack of Understanding of Curriculum Adaptation	Teachers struggle to transition from the K13 curriculum to the Merdeka Curriculum due to limited comprehension.
2	Poor Classroom Management Skills	Teachers lack the necessary skills to effectively manage the classroom, impacting student engagement and curriculum implementation.
3	Inability to Adapt Teaching Methods	Teachers have not fully optimized their ability to modify teaching strategies to meet students' diverse learning needs.
4	Lack of Assertiveness in Teaching	Teachers demonstrate low assertiveness during lessons, affecting their authority and student discipline.
5	Low Motivation in Curriculum Implementation	Some teachers lack motivation, which affects their ability to implement the Merdeka Curriculum effectively.
6	Student Non-compliance with Instructions	Students often fail to follow teachers' instructions, leading to disengagement and ineffective learning experiences.

Based on the findings related to skill barriers in the implementation of the Merdeka Curriculum for teaching English, several key challenges have been identified. Teachers face difficulties in adapting from the K13 curriculum to the Merdeka Curriculum due to a lack of comprehensive understanding. This adaptation issue is further exacerbated by inadequate classroom management skills, which hinder the effectiveness of student-centered learning approaches.

Additionally, many teachers have not yet fully developed the ability to modify their teaching methods to accommodate diverse student learning styles. A lack of assertiveness in teaching and low motivation also contribute to ineffective curriculum implementation. As a result, students often do not follow instructions properly, further diminishing the learning experience and reducing teacher enthusiasm. To overcome these challenges, teachers need targeted training in curriculum adaptation, classroom management, and differentiated instruction. Schools and stakeholders should also provide continuous support to enhance teachers' motivation and professional development, ensuring that the Merdeka Curriculum is implemented effectively

c) Knowledge barriers

Table: 3.7. List of table knowlwdge barriers

No	Knowledge Barriers	Description
1	Limited Understanding of Curriculum Objectives	Teachers lack a deep understanding of the goals of the Merdeka Curriculum, especially in differentiated learning.
2	Over-Reliance on Traditional Teaching Methods	Many educators still use conventional methods rather than adapting to student-centered learning approaches.
3	Lack of Knowledge in Differentiated Learning	Teachers struggle with implementing differentiation in processes, content, and projects.
4	Insufficient Participation in Training	Teachers do not actively engage in professional development programs related to the Merdeka Curriculum.
5	Limited Collaboration with Colleagues	A lack of knowledge-sharing and teamwork among teachers hinders effective curriculum implementation.
6	Inability to Diversify Teaching Strategies	Teachers face challenges in modifying instructional methods to meet the needs of diverse learners.

Based on the findings related to *knowledge barriers* in the implementation of the Merdeka Curriculum for teaching English, several challenges have been identified. Teachers often struggle with a limited understanding of the curriculum's deeper objectives, particularly in differentiated learning. Many still rely on traditional teaching methods from previous curricula, making it difficult to fully adopt a student-centered approach. Additionally, a lack of active participation in professional development programs and limited collaboration among teachers further hinder effective curriculum implementation. Teachers also face difficulties in diversifying their teaching strategies to accommodate students' varying learning needs.

To address these barriers, teachers need comprehensive training on differentiated learning, greater involvement in collaborative learning communities, and continuous professional development. Encouraging active participation in workshops, peer discussions, and innovative teaching practices will help educators enhance their knowledge and improve the implementation of the Merdeka Curriculum.

Based on the findings, the biggest barriers in implementing the Merdeka Curriculum for teaching English at UPT SMPN 1 Sabbang Selatan can be identified through three main aspects: environmental context barriers, skill barriers, and knowledge barriers.

Among these, the most significant challenge appears to be knowledge barriers. Many teachers struggle with a limited understanding of curriculum objectives,

over-reliance on traditional teaching methods, and a lack of knowledge in differentiated learning. Without a strong foundation in these areas, teachers find it difficult to effectively adapt to the Merdeka Curriculum and implement student-centered approaches. Additionally, insufficient participation in training programs further exacerbates the issue, leading to a cycle where teachers are not adequately prepared to apply the curriculum's principles in the classroom. Furthermore, skill barriers also play a crucial role. Even when teachers have some understanding of the curriculum, their inability to adapt teaching methods, poor classroom management skills, and lack of assertiveness hinder the successful implementation of student-centered learning. This suggests that both knowledge and skill deficiencies must be addressed simultaneously to enhance curriculum effectiveness. While environmental context barriers such as administrative workload, lack of stakeholder support, and limited resources also impact implementation, they are secondary to the fundamental issues of knowledge and skill. If teachers receive better training, professional development opportunities, and peer collaboration, they may be better equipped to handle external challenges.

In conclusion the Biggest Barrier in implementing merdeka curriculum at UPT SMPN 1 Sabbang Selatan is the knowledge barrier is the most critical issue because it directly affects how teachers understand, interpret, and implement the Merdeka Curriculum. Without sufficient knowledge, even teachers with strong skills and supportive environments will struggle to apply the curriculum effectively. Therefore, addressing knowledge barriers through intensive training, mentorship, and collaborative learning programs should be the primary focus for

improving the implementation of the Merdeka Curriculum in English language teaching.

B. Discussion of the Result

Research conducted by researchers to find out the teachers barriers in implementing Merdeka Curriculum in teaching English was carried out at the seventh and Eight in UPT SMP Negeri 1 Sabbang Selatan. The barriers faced by teacher categorized into environmental, skill, and knowledge barriers. These barriers highlighted the need for a comprehensive approach to address the gaps in understanding and application of the Merdeka Curriculum. This section explores these barriers in depth and discusses their implications in the context of English language teaching.

1. Implementation of the Merdeka Curriculum in Teaching English

The findings show varying degrees of success among the three teachers in planning, implementing, and evaluating the Merdeka Curriculum.

a. Planning activities

All teachers utilized the Modul Ajar, a structured yet flexible guide, to plan lessons aligned with the Merdeka Curriculum. However, differences were observed, the planning stage demonstrated varying levels of preparedness among teachers. While the use of Modul Ajar provided a structured framework, its application depended on the teacher's ability to align it with student-centered learning. For instance, the first and third teachers integrated differentiated

instruction and Profil Pelajar Pancasila effectively, whereas the second teacher's planning lacked exploration of students' needs and preferences. This variation suggests that effective planning is not solely reliant on resources but also on the educator's capacity to adapt to diverse learning contexts. In addition the first and the third teachers actively considered students' needs, interests, and learning styles, incorporating differentiated instruction and integrating the Profil Pelajar Pancasila. The second teacher lacked exploration of students' needs and relied on a single instructional approach.

These findings align with Kemendikbudristek's (2022) guidelines, emphasizing student-centered learning and differentiated instruction as critical components of planning. The second teacher lack of student-centered planning suggests a need for professional development in addressing diverse learning needs.

b. Implementing activities

During the implementation phase, the importance of creating an engaging classroom environment became evident. Active participation was observed in classes led by the first and third teachers, facilitated by open-ended questions and collaborative activities. Conversely, the second teacher encountered challenges in encouraging student interaction, resulting in a less dynamic learning environment. This discrepancy underscores the role of pedagogical strategies in fostering student engagement.

These results strengthen Nevenglosky's (2018) findings on the importance of classroom dynamics and teacher facilitation skills in successful curriculum implementation. The second barriers highlight the significance of adaptive teaching methods to address varying levels of student engagement

a. Evaluating Activities

The evaluation process further illustrated differences in teaching practices. Teachers who provided actionable feedback and utilized rubrics effectively contributed to students' skill development and self-awareness. However, the absence of these practices in certain cases hindered the ability to track and enhance learning outcomes. Continuous assessment and feedback are essential for ensuring that students meet the curriculum's objectives. Barriers to implementation were multifaceted, encompassing environmental, skill-based, and knowledge-related challenges. Environmental factors included limited access to technological tools and insufficient infrastructure, which constrained teachers' ability to fully integrate innovative teaching methods. Skill-related barriers highlighted a need for professional development, particularly in classroom management and adapting to the curriculum's demands. Knowledge gaps, such as limited understanding of differentiated learning and project-based approaches, further complicated the adoption process.

Addressing these barriers requires targeted interventions. Professional training programs, collaborative teacher networks, and access to educational resources can bridge the knowledge and skill gaps. Additionally, fostering a

supportive school environment and engaging stakeholders, including parents, can enhance the implementation of the curriculum. By addressing these barriers, educators can better align their practices with the goals of the Merdeka Curriculum, ultimately improving English language instruction and student outcomes.

2. Barriers in Implementing the Merdeka Curriculum

- a. The barriers identified in this study knowledge, skills, and environmental context reflect broader challenges discussed in prior research

1) Environmental Context Barriers

This research highlighted several environmental barriers, including limited IT infrastructure, insufficient teaching materials, and administrative burdens. For instance, the absence of reliable internet connectivity and limited availability of digital tools in classrooms were major barriers, particularly for the second teacher, who relied heavily on traditional teaching methods. These limitations restricted teachers' ability to incorporate digital-based learning, which is one of the core aspects of the Merdeka Curriculum.

Moreover, insufficient teaching materials, such as workbooks, multimedia resources, and structured lesson plans, created additional burdens for teachers, requiring them to invest significant time and effort in preparing their own resources. Administrative tasks, such as managing reports and assessments,

further compounded these challenges by reducing the time available for lesson planning and professional development.

These findings align with Nevenglosky's (2018) research, which emphasizes the importance of robust institutional support and infrastructure in implementing Merdeka Curriculum. To address these environmental barriers, schools, policymakers, and other stakeholders must work collaboratively to provide adequate resources, training, and infrastructural support.

2) Skill Barriers

Teachers reported difficulties in classroom management and adapting teaching methods to students' diverse needs. The second teacher lack of assertive skills and limited use of technology were particularly notable.

These findings align with Zucker et al. (2021), who identified skill deficits as significant barriers to curriculum implementation.⁸⁴ Addressing these gaps through targeted professional development is crucial for improving teaching effectiveness. In addition to knowledge limitations, teachers faced skill-related challenges, particularly in classroom management, adaptation to diverse student needs, and technology integration. For example, the second teacher struggled to maintain assertiveness in managing classroom dynamics, which affected the effectiveness of lessons and student engagement. The lack of assertive skills often resulted in disruptions and difficulties in maintaining a focused learning

⁸⁴ Zucker, Jacobos, and Cabell, 'Exploring Barriers to Early Childhood Teachers' Implementation of a Supplemental Academic Language Curriculum'.

environment. Additionally, adapting teaching methods to accommodate students' diverse learning needs proved challenging. The teachers reported that while they understood the importance of addressing individual differences, they found it difficult to design and execute lesson plans that balanced the needs of advanced and struggling learners simultaneously. Another notable skill gap was in the use of technology, particularly for the second teacher, who relied primarily on traditional methods and lacked confidence in integrating digital tools into their teaching. This limitation hindered their ability to leverage technology as a means to enhance engagement and promote active learning.

3) Knowledge Barriers

All three teachers expressed a need for deeper understanding of the Merdeka Curriculum, particularly in differentiated learning and project-based approaches. These findings are consistent with Nevenglosky's (2018) assertion that a lack of curriculum knowledge hinders effective implementation.

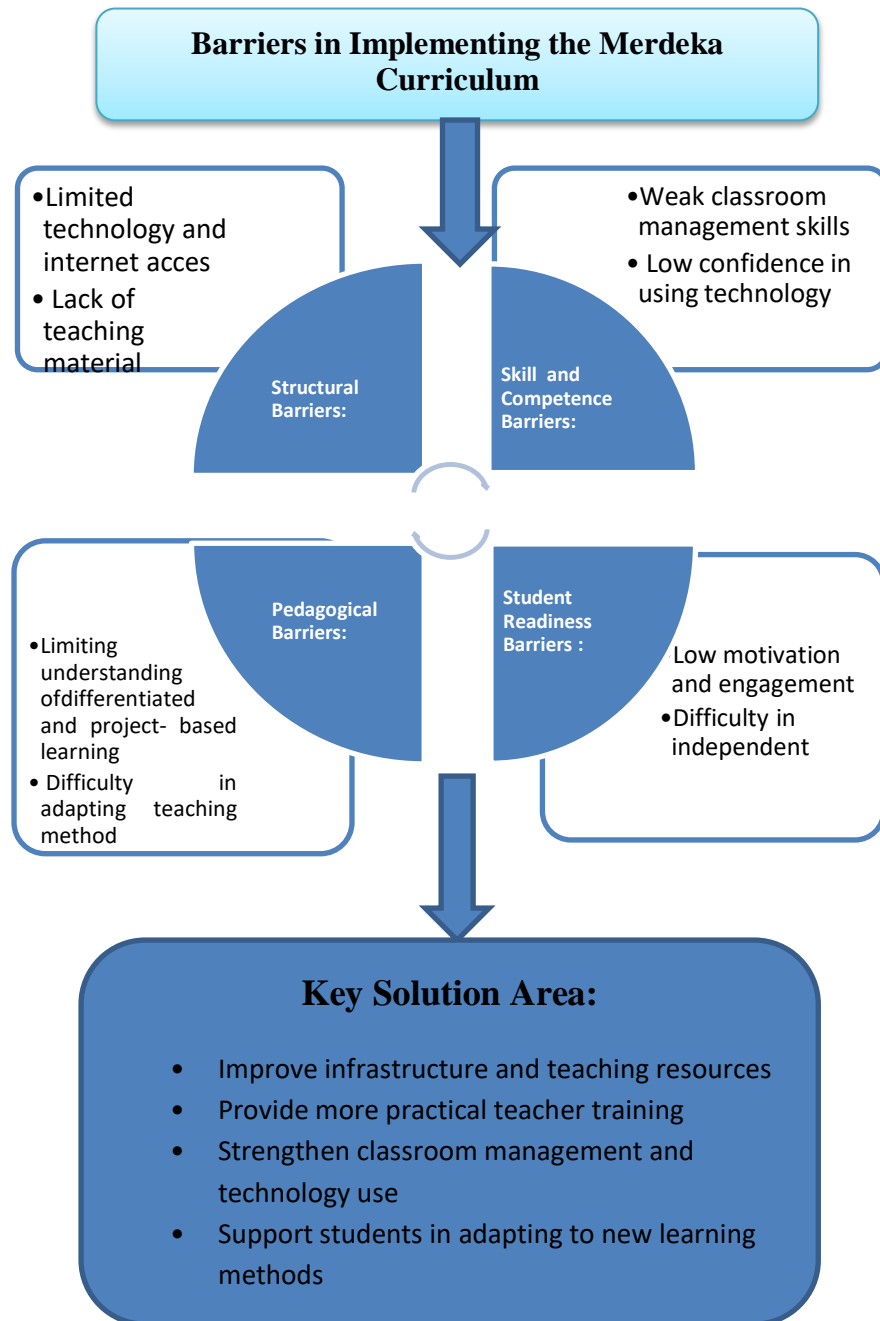
The findings reveal that all three teachers struggled with limited knowledge of the Merdeka Curriculum, particularly in understanding its key pedagogical approaches, such as differentiated learning and project-based learning. The first and third teachers acknowledged that while they were aware of the curriculum's objectives, they lacked practical strategies to design and implement activities that catered to students' diverse learning needs.

For instance, differentiated learning requires teachers to identify students' individual strengths and weaknesses and tailor instruction accordingly. However, this requires a strong theoretical foundation, which the teachers felt they had not adequately acquired during training sessions. Similarly, implementing project-based learning a critical aspect of the Merdeka Curriculum was perceived as challenging due to insufficient examples and guidance during workshops.

These knowledge gaps reflect a broader issue in professional development programs, which often focus on theoretical aspects without equipping teachers with practical tools. As highlighted by Nevenglosky (2018), a lack of curriculum knowledge among educators can significantly hinder the adoption of innovative teaching practices.⁸⁵

⁸⁵ Nevenglosky, Cale, and Panesar Aguilar, 'Barriers to Effective Curriculum Implementation'.

In addition for more clearly here are the framework result finding barriers as follows:



Based on discussion above Teachers at UPT SMPN 1 Sabbang Selatan face barriers including: Limited technology access, insufficient training, challenges in differentiated learning, time constraints, and Inadequate teaching resources. In additions this research underscores the persistent structural and instructional barriers in curriculum implementation, emphasizing the need for improved training, resources, and localized solutions. Teachers are overburdened by the numerous district programs that are under stringent administration and district oversight. The researchers found that the teacher has three main barriers in the learning context, namely learning administration difficulties, lack of support school infrastructure and conditions of students who are less active in the learning process. Furthermore it is quite beneficial to use technology as media in the classroom. The students' enthusiasm in the learning process might be heightened by media technology. In addition the situation of the students in the class who have not been able to adjust to the Merdeka curriculum is the teacher's challenge in different settings. This interferes with the process of learning. Additionally, less creative learning environments make student bored. That way the teachers need to more workshop encounters and connecting educators with externally focused facilitators and mentor enhances their effectiveness by providing valuable resources and support.

It's clearly that the explanations above in important to give more attention to increasing the learning goal. Skill barriers, the researcher discovered that teachers are not adept at running their classrooms. Pedagogical competence, personality competence, social competence, and professional competence are among the

competencies that educators need to possess. Professional educators need to be proficient in efficient communication techniques and understand the conditions and psychology of their students.

The researcher discovered that teachers encounter barriers when it comes to controlling the degree of student discipline. Throughout the teaching and learning process, the teacher's assertiveness is still weak. During the teaching and learning process, a lot of students fail to focus on the instructor. Some students even doze off or play games while they are studying. Thus, the significance of a teacher's assertiveness in taking a stand to mold students' personalities. Students are constantly motivated by the teacher, who serves as a facilitator, an inspiration, and a real learner. The teacher faces barriers in using motivational techniques during the teaching and learning process. Teacher inspiration is the energy that comes from someone who pushes him to achieve his objectives. However, this will not be accomplished for the learning objectives if the students are not motivated by the teacher. One reason why teachers lack enthusiasm to educate is the state of kids that are challenging to handle, because it has an impact on the degree of learning achievement of students.

Knowledge barriers lack of procedural understanding about the usage of the curricular supplement was the teachers barrier. The researcher's findings revealed that the teacher's ignorance of the curriculum's implementation goal was more pervasive. For example, student-centered learning, which focuses on learning without being overly student-centered. Finding diverse types of reference sources for these learning instances is a challenge for the differentiation learning

process. Additionally, the students are not given a choice of learning approaches by the teacher. It is challenging for teachers to choose a learning model that meets the needs of their students. The participation of teachers in the curriculum development process is crucial for ensuring that the curriculum content meets the needs of the students in the classroom. In order to match curriculum content with students' needs in the classroom, teacher participation in the curriculum creation process is crucial. Implementing the Merdeka curriculum in driving schools is a knowledge challenge for teachers since they must set aside time each day to provide engaging, creative, and challenging lessons.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This study aimed to explore the implementation of the Merdeka Curriculum and the barriers faced by English teachers at UPT SMP Negeri 1 Sabbang Selatan. Based on the findings from observations, interviews, and document analysis, it was found that the main barriers in implementing the curriculum stemmed from teachers' limited understanding of its application, difficulties in addressing students' learning needs, and restricted access to resources. These factors contributed to passive student participation, making it difficult for teachers to create an engaging learning environment.

Additionally Answer to Research Question 1: Based on the findings from observations, interviews, and document analysis, the study identified the key challenges in implementing the Merdeka Curriculum. These challenges primarily stemmed from teachers' limited understanding of its application, difficulties in addressing students' learning needs, and restricted access to resources. These factors contributed to passive student participation, making it difficult for teachers to create an engaging learning environment.

Answer to Research Question 2: The study identified three major categories of barriers: environmental context, skill limitations, and knowledge gaps. Environmental challenges included administrative workload, lack of institutional support, and limited training opportunities. Skill-related barriers

involved difficulties in classroom management, low adaptability in teaching methods, and lack of motivation. Meanwhile, knowledge barriers were linked to an insufficient understanding of curriculum objectives, over-reliance on traditional teaching methods, and limited collaboration among teachers.

Among these barriers, the most significant challenge was related to knowledge gaps. Teachers' insufficient understanding of the curriculum objectives and their continued reliance on traditional teaching methods hindered the effective implementation of the Merdeka Curriculum. Addressing these knowledge barriers through continuous professional development, training, and collaboration is essential for improving the quality of English language teaching.

To overcome these barriers, several solutions have been implemented by teachers, including reducing administrative workload, engaging in more professional development programs, and fostering collaboration with colleagues. Strengthening these efforts is crucial to ensuring the effective implementation of the Merdeka Curriculum and improving the quality of English language teaching.

B. Suggestions

In light of the conclusions and their implications, several recommendations were put forward to an individual as follows:

1. For the English teacher;

The teachers should focus on consistently motivating students, especially as they are at a developmental stage requiring guidance and direction. Specific attention should be given to students struggling with English in the context of the

Merdeka Curriculum, employing tailored support strategies. Additionally, it is strongly recommended that teachers actively participate in professional development opportunities, such as national and international seminars, workshops, and training programs, to deepen their understanding and practical application of the Merdeka Curriculum.

2. For the school

To ensure the successful implementation of the Merdeka Curriculum, schools play a crucial role in providing the necessary support and resources for teachers. Several recommendations are proposed:

a. Enhancing Professional Development

- Schools should provide structured, ongoing training sessions focused on Merdeka Curriculum implementation, both online and offline.
- Schools need to collaborate with education experts, curriculum developers, and university researchers to design training programs that address teachers' specific challenges.
- More intensive workshops on differentiated learning, project-based learning (PBL), and the Pancasila Student Profile should be held regularly to deepen teachers' understanding.

b. Strengthening Learning Communities (MGMP & Teacher Collaboration)

Schools should optimize MGMP (Musyawarah Guru Mata Pelajaran) as a platform for teachers to share experiences, discuss challenges, and find collaborative solutions.

- Encouraging peer mentoring and lesson study sessions within schools can help teachers improve their instructional methods.
- Schools should facilitate collaborative lesson planning among teachers to align teaching strategies with the Merdeka Curriculum.

c. Providing Adequate Resources and Facilities

- Schools must ensure that teachers have access to adequate teaching materials, including digital tools, textbooks, and supplementary learning resources.
- Improving ICT (Information and Communication Technology) infrastructure is necessary to support blended learning approaches in English teaching.
- Schools should provide better classroom facilities to create an engaging and student-centered learning environment.

d. Reducing Administrative Burdens on Teachers

- Schools should simplify and streamline teachers' administrative tasks, allowing them to focus more on teaching and curriculum implementation.
- The allocation of support staff or digital systems to handle non-teaching duties can significantly reduce teachers' workload.

e. Fostering a Supportive School Culture

- School leaders, including principals and supervisors, should actively encourage and motivate teachers by recognizing their efforts in implementing the Merdeka Curriculum.
- Establishing a reward and recognition system for teachers who successfully integrate innovative teaching practices can boost morale and motivation.
- Regular feedback sessions and open discussions between teachers and school management can help address challenges in a collaborative manner.

3. For the Other Researcher

This research highlights the barriers faced by English teachers in implementing the Merdeka Curriculum, providing a foundation for further study. Future researchers are encouraged to explore additional factors influencing teacher performance, such as the role of parental involvement, the integration of

technology, or the impact of regional education policies. Comparative studies between schools with varying levels of curriculum adoption could also provide valuable insights. By addressing these gaps, subsequent research can contribute to more comprehensive strategies for overcoming teachers' barriers in implementation merdeka Curriculum. Such studies would not only enhance teacher performance but also ensure the curriculum's alignment with Indonesia's broader educational goals.

REFERENCES

- Abdul Pirol, Muammar Arafat, Sukirman, *Pedoman Penulisan Skripsi, Tesis, dan Artikel Ilmiah IAIN Palopo*. (2019)
- A Michael Huberman, Jhony Saldaña Milles, Matthew B, *Qualitative Data Analysis*, 3rd edn (1994)
- Alfath, Annisa, Ali Usman, and Agus Prasetyo Utomo, 'Analisis Motivasi Belajar Siswa Dalam Implementasi Pembelajaran Berdiferensiasi', *Education Journal: Journal Educational Research and Development*, 7.2 (2023), pp. 132–40, doi:10.31537/ej.v7i2.1250
- Alfatihah, Alfatihah, Devi Ismayanti, Andi Tenrisanna Syam, and Rustan Santaria, 'Teaching Speaking Skills through Project-Based Learning for the Eighth Graders of SMP Negeri 4 Palopo', *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10.1 (2022), pp. 152–65, doi:10.24256/ideas.v10i1.2555
- Asfiati, Asfiati, and Nur Imam Mahdi, 'Merdeka Belajar Bagi Anak Kebutuhan Khusus Di SLB Kumala Indah Padangsidempuan', *KINDERGARTEN: Journal of Islamic Early Childhood Education*, 3.1 (2020), p. 59, doi:10.24014/kjiece.v3i1.9620
- Awaliyah, S, and Y Tiarina, 'An Analysis of English Teachers' Difficulties and Strategies in Implementing Merdeka Curriculum on the Seventh Grade at SMPN 1 Panyabungan Selatan', *Journal of English Language Teaching*, 12.4 (2023), pp. 1007–15, doi:10.24036/jelt.v12i4.125529
- Bogdan, R.C., *Qualitative Research for Educators* (Universitas Muhammadiyah Malang)
- Busetto, Loraine, Wolfgang Wick, and Christoph Gumbinger, 'How to Use and Assess Qualitative Research Methods', *Neurological Research and Practice*, 2.1 (2020), doi:10.1186/s42466-020-00059-z
- Cassell, Catherine & Gillian Symon, *Essential Guide to Qualitative Methods in Organizational Research* (SAGE Publications Ltd, 2004)
- Curtis, Thomas E, *Curriculum and Instruction for Emerging Adolescents* (Addison-Wesley Educational Publishers Inc (1 January 1977))
- Daga, Agustinus Tanggu, 'Makna Merdeka Belajar Dan Penguatan Peran Guru Di Sekolah Dasar', *Jurnal Educatio FKIP UNMA*, 7.3 (2021), pp. 1075–90, doi:10.31949/educatio.v7i3.1279
- Fahlevi, Mahfudz Reza, 'Kajian Project Based Blended Learning Sebagai Model Pembelajaran Pasca Pandemi Dan Bentuk Implementasi Kurikulum Merdeka', *Sustainable Jurnal Kajian Mutu Pendidikan*, 5.2 (2022), pp. 230–49, doi:10.32923/kjmp.v5i2.2714
- Febia Ghina Tsuraya, Nurul Azzahra, Salsabila Azahra, and Sekar Puan Maharani, 'Implementasi Kurikulum Merdeka Dalam Sekolah Penggerak', *Jurnal Pendidikan, Bahasa Dan Budaya*, 1.1 (2022), pp. 179–88, doi:10.55606/jpbb.v1i1.860
- Fitra, Septrida, and Yuli Tiarina, 'An Analysis of English Teachers ' Challenges in Implementing Merdeka Curriculum at SMAN 3 Solok Selatan',

- Journal of English Language Teaching*, 12.3 (2023), pp. 794–803, doi:10.24036/jelt.v12i3.124742
- Flewelling, Gary, *Teaching with Rich Learning Tasks* (Australian Association of Mathematics)
- Hattie, Jhon, *Visible Learning for Teachers: Maximizing Impact on Learning*, 1st edn (Corwin)
- Hutabarat, Hasrida, Rahmatika Elindra, and Muhammad Syahril Harahap, 'Analisis Penerapan Kurikulum Merdeka Belajar Di Sma Negeri Sekota Padangsidempuan', *Jurnal MathEdu (Mathematic Education Journal)*, 5.3 (2022), pp. 58–69 <<http://journal.ipts.ac.id/index.php/>>
- Ibrahim, N. L., 'MERDEKA BELAJAR PADA TINGKAT SEKOLAH MENENGAH ATAS (Studi Kasus Pada SMAN 1 Telaga Biru Dan SMAN 3 Gorontalo). Pascasarjana Pendidikan Ekonomi Universitas Negeri Gorontalo, December.', December, 2022
- Indarta, Yose, Nizwardi Jalinus, Waskito Waskito, Agariadne Dwinggo Samala, Afif Rahman Riyanda, and Novi Hendri Adi, 'Relevansi Kurikulum Merdeka Belajar Dengan Model Pembelajaran Abad 21 Dalam Perkembangan Era Society 5.0', *Edukatif: Jurnal Ilmu Pendidikan*, 4.2 (2022), pp. 3011–24, doi:10.31004/edukatif.v4i2.2589
- Jalanidhi, Dayinta Galih, 'IDENTIFIKASI HAMBATAN-HAMBATAN GURU DALAM PEMBELAJARAN DI SEKOLAH INKLUSIF SD Oleh : Dayinta Galih Jalanidhi PROGRAM STUDI PENDIDIKAN LUAR BIASA', 2017
- Juita, Dewi, and Yusmaridi M, 'The Concept of “Merdeka Belajar” in the Perspective of Humanistic Learning Theory', *SPEKTRUM Jurnal Pendidikan Luar Sekolah (PLS)*, 9.1 (2021), pp. 20–30, doi:10.24036/spektrumpls.v9i1.111912
- JUSTIKA SUKRI, 'ENGLISH TEACHERS' BARRIERS IN IMPLEMENTING “ KURIKULUM MERDEKA” AT SMAN 6 BULUKUMBA' (MUHAMMADIYAH UNIVERSITY OF MAKASSAR, 2023)
- Kemendikbudristek, 'Tahapan Implementasi Kurikulum Merdeka Di Satuan Pendidikan.', *Kemendikbudristek*, 2022, pp. 1–16 <<https://kurikulum.kemdikbud.go.id/wp-content/uploads/2022/07/Tahapan-Implementasi-Kurikulum-Merdeka.pdf>>
- Kementerian, Kebudayaan Pendidikan, and dan Teknologi Riset, 'Merdeka Belajar, Layanan Program Prioritas Kemendikbudristek', *Republik Indonesia*
- Lestari, Indah, 'The English Teacher's Perspective and Challenge on Implementing Merdeka Curriculum', *RETORIKA: Jurnal Ilmu Bahasa*, 9.3 (2023), pp. 331–39
- Madani, Aulia Kusuma, 'English Teachers' Problems in Implementing Merdeka Curriculum At Tenth Grade of Smk Negeri 1 Tonjong Brebes Regency', 2024
- Magdalena, I., Sundari, T., Nurkamilah, S., Ayu Amalia, D., & Muhammadiyah, 'Analisis Bahan Ajar. Jurnal Pendidikan Dan Ilmu Sosial', 2 (2020)
- Mardiyana, I. I., and I. Novitasari, 'Pengaruh Model Pembelajaran Experiential

- Learning Terhadap Keterampilan Berpikir Kreatif IPA Siswa SD Mursyidah Surabaya’, *Science Education National Conference 2019 Program Studi Pendidikan Ipa Universitas Trunojoyo Madura*, 2019, pp. 39–51
- Marisa, Mira, ‘Inovasi Kurikulum “Merdeka Belajar” Di Era Society 5.0’, *Santhet: (Jurnal Sejarah, Pendidikan Dan Humaniora)*, 5.1 (2021), p. 72, doi:10.36526/js.v3i2.e-ISSN
- Meleong, Lexy J, *Methodology Penelitian Kualitatif* (PT Remaja Rosdakarya, 2009)
- Mukhibin, Ahmad, and Bashirotnun Nafidhoh, ‘The Teacher’s Barriers in Teaching Math in Implementing Merdeka Curriculum: Systematic Literature Review’, *Jurnal Ilmiah Pendidikan Matematika Al Qalasadi*, 7.2 (2023), pp. 127–37, doi:10.32505/qalasadi.v7i2.7152
- Mustafa, Pinton Setya, ‘Problematika Rancangan Penilaian Pendidikan Jasmani, Olahraga, Dan Kesehatan Dalam Kurikulum 2013 Pada Kelas XI SMA’, *Edumaspul: Jurnal Pendidikan*, 5.1 (2021), pp. 184–95, doi:10.33487/edumaspul.v5i1.947
- Najri, Pauzan, ‘MGMP Dalam Meningkatkan Keprofesionalan Guru Mata Pelajaran’, *AKTUALITA Jurnal Penelitian Sosial Dan Keagamaan*, 10.1 (2020), pp. 130–44 <www.ejournal.annadwahkualatungkal.ac.id>
- Nasution, S., *Metode Penelitian Naturalistik Kualitatif* (Tarsito, 1988)
- Kurikulum Dan Pengajaran / S. Nasution*, Cet. 2, Ce (Jakarta : Bumi Aksara, 1995; 2012)
- Ndari, Wulan, Suyatno, Sukirman, and Fitri Nur Mahmudah, ‘Implementation of the Merdeka Curriculum and Its Challenges’, *European Journal of Education and Pedagogy*, 4.3 (2023), pp. 111–16, doi:10.24018/ejedu.2023.4.3.648
- Nevenglosky, Erica A, Chris Cale, and Sunddip Panesar Aguilar, ‘Barriers to Effective Curriculum Implementation’, *Research in Higher Education Journal*, 36.1 (2018), pp. 112–34 <http://www.aabri.com/copyright.html>
- Nilamsari, Natalina, ‘Memahami Studi Dokumen Dalam Penelitian Kualitatif’, *Wacana*, 8.2 (2014), pp. 177–1828 <http://fisip.untirta.ac.id/teguh/?p=16/>
- Novitasari, Noni, Caesa Nabila, and Wulan Hikmah Fratiwi, ‘Analisis Kendala Guru Dalam Menerapkan K13 Terhadap Hasil Belajar Siswa Di Sdn Pegadungan 8 Petang’, *Jurnal Pendidikan Dan Sains*, 2.1 (2020), pp. 1–15 <https://ejournal.stitpn.ac.id/index.php/bintang>
- Palangda, Listriyanti, Orbanus Naharia, Shelly D M Sumual, Lord Steward Ebe, and Larry Mandey, ‘Analysis of Barriers to Implementation of the Independent Curriculum Study the Merdeka Campus in the Department Economic Education Manado State University’, *International Journal of Multidisciplinary Approach Research and Science*, 1.02 (2023), pp. 125–32, doi:10.59653/ijmars.v1i02.64
- Prof. Dr. Lexy J. Moleong, M.A, *Metodologi Penelitian Kualitatif*, ed. by Edisi revisi ; Cetakan ketiga puluh Delapan (Bandung : PT Remaja

- Rosdakarya, 2018)
- Rabia Edra, 'Pengertian Observasi Menurut Para Ahli Sosiologi Kelas, Ruang Guru.', 2017
- Rasidi, Muhamad Ahyar, and Farida Agus Setiawati, 'Faktor-Faktor Kesulitan Guru Pada Pembelajaran Tematik Integratif Di Sd Kota Mataram', *Jurnal Prima Edukasia*, 3.2 (2015), p. 155, doi:10.21831/jpe.v3i2.6504
- Reza, Fahrani, Zuliati Rohmah, and Nur Nabilah Abdullah, 'Challenges in Implementing Kurikulum Merdeka for EFL Teachers', *JEELS (Journal of English Education and Linguistics Studies)*, 10.2 (2023), pp. 439–69, doi:10.30762/jeels.v10i2.1899
- Rina Hayati, 'Rina Hayati (2022). Pengertian Wawancara, Tujuan, Jenis, Ciri, Dan Cara .Membuatnya. Penelitian Ilmiah.Com.', 2022
- Riskianto, Heri, Suro Suro, and Iin Inawati, 'Teaching English Based on The Kurikulum Merdeka at Muhammadiyah Junior High Schools in Yogyakarta: The Teachers' Implementation and Perception', *Jiip - Jurnal Ilmiah Ilmu Pendidikan*, 6.11 (2023), pp. 9090–98, doi:10.54371/jiip.v6i11.2869
- Rokayah, Rokayah, Neni Hermita, Rian Vebrianto, Iqbal Muhtahid, Urip Sulistiyo, and Achmad Samsudin, 'Reflection of Indonesian Educators on the Implementation of the Merdeka Curriculum', *Mimbar Sekolah Dasar*, 10.3 (2023), pp. 684–700, doi:10.53400/mimbar-sd.v10i3.64864
- Saputra, Andra, Nurhizrah Gistituati, Alwen Bentri, Ishak Aziz, and Abna Hidayati, 'ANALYSIS OF TEACHER BARRIERS IN THE IMPLEMENTATION OF Institut Seni Indonesia Padang Panjang , Sumatra Barat , Indonesia Universitas Negeri Padang , Sumatra Barat , Indonesia', 5.1 (2024), pp. 50–57
- Siti Anisah, and Zaitun Qamariah, 'The Teacher's Role in The Implementation of Curriculum Merdeka in English Classroom', *Jurnal Ilmu Pendidikan Nasional (JIPNAS)*, 1.3 (2023), pp. 111–17, doi:10.59435/jipnas.v1i3.104
- Sugiyono, *E-Book Metode Penelitian Kuantitatif, Kualitatif, Dan RD* (Bandung : Alfabeta., 2013)
- Surahman, Surahman, Redha Rahmani, Usman Radiana, and Ardianus Imen Saputra, 'Peran Guru Penggerak Dalam Pendidikan Merdeka Belajar Di Kubu Raya', *Jurnal Pendidikan Indonesia*, 3.4 (2022), pp. 376–87, doi:10.36418/japendi.v3i4.667
- Sutopo, H.B., *Metodologi Penelitian Kualitatif: Dasar Teori Dan Terapannya Dalam Penelitian*, Second edi (Univ. Sebelas Maret, 2006) <<https://lib.ui.ac.id/detail.jsp?id=20259795%0A>>
- Suwartiningsih, Suwartiningsih, 'Penerapan Pembelajaran Berdiferensiasi Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran IPA Pokok Bahasan Tanah Dan Keberlangsungan Kehidupan Di Kelas IXb Semester Genap SMPN 4 Monta Tahun Pelajaran 2020/2021', *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 1.2 (2021), pp. 80–94, doi:10.53299/jppi.v1i2.39
- Usman, Usman, Dwi Nuraulia, Rahmi Nauroh, Iin Rajudin, and Ika Rifqiawati,

- ‘Project to Strengthen Pancasila Student Profile as an Application of Differentiated Learning in the Independent Curriculum: A Case Study at a Senior High School in Pandeglang, Indonesia’, *Jurnal Pendidikan Indonesia Gemilang*, 3.1 (2023), pp. 103–13, doi:10.53889/jpig.v3i1.159
- Villella, Orlando, ‘Qualitative Market Research’; *Volume 3, No. 4*
- Widaningsih, R. Sri, *MANAJEMEN DALAM IMPLEMENTASI KURIKULUM DI SEKOLAH*, 2014
- Wijoyo, Hadion, and Haudi Haudi, *Strategi Pembelajaran*, 2021
- Yunitasari, Dukha, I Wayan Suastra, and I Wayan Lasmawan, ‘Implementation Challenges of Merdeka Curriculum in Primary Schools’, *Prisma Sains : Jurnal Pengkajian Ilmu Dan Pembelajaran Matematika Dan IPA IKIP Mataram*, 11.4 (2023), p. 952, doi:10.33394/j-ps.v11i4.8079
- Zucker, Tricia A., Erin Jacobs, and Sonia Q. Cabell, ‘Exploring Barriers to Early Childhood Teachers’ Implementation of a Supplemental Academic Language Curriculum’, *Early Education and Development*, 32.8 (2021), pp. 1194–1219, doi:10.1080/10409289.2020.1839288
- Zulhaji, Darmawang, and Jumadin, ‘Persepsi Mahasiswa Tentang Program Merdeka Belajar Kampus Merdeka’, *Seminar Nasional Dies Natalis 62*, 1 (2023), pp. 59–65, doi:10.59562/semnasdies.v1i1.434

APPENDIX 1

OBSERVATION AND

CHEKLIST & FIELD NOTE

Table 3. 2. Guideline of Observation

No	Components of Indicator	Teachers		
		I	II	III
	Planning activities			
1.	The teachers have Moduls and learning plans that are in line with the principles of the Merdeka Curriculum	√	√	√
2.	There are clear and specific learning objectives that support student learning in Merdeka Curriculum	√	√	√
3.	The lesson plan includes a student-centered approach	√	√	√
4.	The material is prepared in a manner that is relevant to the needs and characteristics of students.	√	√	√
5.	There are differentiation strategies designed according to student abilities..	√	√	√
	Implementations activities			
6.	Teachers apply varied and interactive learning methods, encouraging student activity	√	√	√
7.	Learning emphasizes collaboration, communication, and the development of critical thinking.	√	√	√
8.	Teachers give students the freedom to explore and complete tasks creatively.	√	√	√
9.	Learning provides real or contextual experiences that are relevant to students' lives.	√	√	√
	Evaluating Activities			
10.	Teachers provide continuous assessments during the learning process	√	√	√
11.	There is constructive and relevant feedback for student development	√	√	√
12.	Reflection, evaluation and quality improvement curriculum implementation	√	√	√

FIELD NOTE

Day/ Date : Tuesday, November 5th, 2024

Time/Place : 08:00-10:00 Am,/UPT SMP Negeri 1 Sabbang Selatan

Class : VII.A Class (The first Class)

The teacher and the researcher arrived in the classroom promptly at 07:30 AM. The teacher opened the session with a warm greeting, saying, "Assalamualaikum warahmatullahi wabarakatuh. " She then addressed the students with a cheerful "Good morning," inquiring about their well-being, to which the students reciprocated with interest in his condition. Following this, the teacher proceeded to take attendance, confirming that everyone was present that day. With the formalities complete, the teacher began the lesson by reciting "Bismillah. " The day's agenda focused on a diagnostic assessment, where he presented questions related to the new material that would be covered. He provided clear instructions on how to approach the assessment, emphasizing that students were to answer independently, relying solely on their foundational understanding without seeking assistance from peers or using reference materials.

Once the questions were distributed, the teacher allocated 45 minutes for the students to complete their responses on the provided sheets of paper. As the lesson drew to a close, the teacher collected all the answers, then took a moment to explain the purpose behind the assessment. He concluded by outlining the agenda for the next session, preparing the students for what lay ahead.

FIELD NOTE

Day/ Date : Wednesday, November 6th, 2024

Time/Place : 08:00-10:00 Am,/UPT SMP Negeri 1 Sabbang Selatan

Class : VII.d Class (The Second Class)

The teacher and the researcher arrived in the classroom promptly at 07:30 AM. The teacher opened the session with a warm greeting, saying, "Assalamualaikum warahmatullahi wabarakatuh. " She then addressed the students with a cheerful "Good morning," inquiring about their well-being, to which the students reciprocated with interest in his condition. Following this, the teacher proceeded to take attendance, confirming that everyone was present that day. With the formalities complete, the teacher began the lesson by reciting "Bismillah. " The day's agenda focused on a diagnostic assessment, where he presented questions related to the new material that would be covered. He provided clear instructions on how to approach the assessment, emphasizing that students were to answer independently, relying solely on their foundational understanding without seeking assistance from peers or using reference materials.

Once the questions were distributed, the teacher allocated 45 minutes for the students to complete their responses on the provided sheets of paper. As the lesson drew to a close, the teacher collected all the answers, then took a moment to explain the purpose behind the assessment. He concluded by outlining the agenda for the next session, preparing the students for what lay ahead.

FIELD NOTE

Day/ Date : Thursday, November 7th, 2024

Time/Place : 08:00-10:00 Am,/UPT SMP Negeri 1 Sabbang Selatan

Class : VIII.B Class (The third Class)

The teacher and the researcher arrived in the classroom promptly at 07:30 AM. The teacher opened the session with a warm greeting, saying, "Assalamualaikum warahmatullahi wabarakatuh. " She then addressed the students with a cheerful "Good morning," inquiring about their well-being, to which the students reciprocated with interest in his condition. Following this, the teacher proceeded to take attendance, confirming that everyone was present that day. With the formalities complete, the teacher began the lesson by reciting "Bismillah. "The day's agenda focused on a diagnostic assessment, where he presented questions related to the new material that would be covered. He provided clear instructions on how to approach the assessment, emphasizing that students were to answer independently, relying solely on their foundational understanding without seeking assistance from peers or using reference materials.

Once the questions were distributed, the teacher allocated 45 minutes for the students to complete their responses on the provided sheets of paper. As the lesson drew to a close, the teacher collected all the answers, then took a moment to explain the purpose behind the assessment. He concluded by outlining the agenda for the next session, preparing the students for what lay ahead.

APPENDIX.2

INTERVIEW

Interview with T

Teacher : Mrs. Yunita Kusno, S.Pd

Date/Time : November 5th 2024

R : Keberhasilan dan Hambatan apa yang diidentifikasi oleh para pendidik selama penerapan kurikulum baru?

T : Keberhasilannya berupa refleksi pembelajaran menjadi pembiasaan bagi para muris , hambatan yang terkait konteks lingkungan khususnya sumber daya yaitu keterbatasan fasilitas sekolah, kurangnya modul ajar yang sesuai dengan CP yang diajarkan, kurangnya akses ke teknologi dan kurangnya pelatihan yang berkesinambungan terkait kurikulum Merdeka.

R : Sumber daya apa yang dianggap penting oleh para pendidik untuk efektivitas penerapan kurikulum baru?

T : Untuk mencapai tujuan dari kurikulum merdeka perlunya para guru memahami dengan benar tentang kurikulum merdeka dan implentasinya.

R : Jenis bantuan/dukungan apa yang ditawarkan sekolah dalam penerapan kurikulum baru?

T : Sekolah selalu memberikan dukungna dan motivasi terhadap guru dan siswa dalam mengimplementasi kurikulum merdeka. Contoh guru selalu diberikan support dan semangat untk mengikuti seminar atau workshop terkait kurikulum merdeka, baik secara daring mauoun luring.

R : Komponen apa saja yang dimodifikasi dibandingkan dengan silabus sebelumnya?

T : - KD menjadi CP(menekankan pada pencapaian Kompetensi Dasar yang spesifik dan berjenjang).

- Berbasis CP yang lebih fleksibel

- Memberikan ruang untuk pengelolaan waktu yang lebih fleksibel, termasuk penerapan proyek penguatan profil pelajar Pancasila.

- Berbasis paradigma pembelajaran diferensiasi yang menyesuaikan kebutuhan masing-masing siswa.

- Mengutamakan asesmen formatif dan diagnostik, serta penilaian yang lebih holistik untuk memantau perkembangan siswa.

- Mengutamakan asesmen formatif dan diagnostik, serta penilaian yang lebih holistik untuk memantau perkembangan siswa

- Kurikulum Merdeka fokus pada penyusunan modul ajar, yang mencakup tujuan pembelajaran, alur tujuan pembelajaran (ATP), dan strategi pengajaran.

- P5 menjadi komponen baru yang menitikberatkan pada pengembangan karakter siswa melalui kegiatan berbasis proyek.

R : Hambatan apa saja yang dihadapi para pendidik bahasa Inggris ketika menerapkan kurikulum terbaru?

T : Masih terdapat siswa yang kurang aktif dalam pembelajaran

R : . Faktor lingkungan apa saja yang mempengaruhi hambatan yang dihadapi guru bahasa Inggris dalam proses pembelajaran?

T : Minimnya dukungan dari pihak orang tua wali murid dan pihak sekolah.

R : Hambatan apa yang dihadapi pendidik bahasa Inggris dalam mengembangkan keterampilan baru saat menerapkan kurikulum terbaru?

T : kurangnya kemampuan dalam manajemen kelas yang efektif dan inovatif

R : Mengapa guru bahasa Inggris kurang memiliki keterampilan manajemen kelas ketika menerapkan kurikulum terbaru?

T : kurangnya pelatihah spesifik tentang manajemen kelas , minimnya pengalaman dengan pembelajaran aktif

R : Pengetahuan dasar apa yang harus dimiliki guru bahasa Inggris ketika menerapkan kurikulum terbaru?

T : Guru harus memahami tujuan dan prinsip dari Kurikulum Merdeka, yang menekankan pembelajaran yang lebih fleksibel, berpusat pada siswa, serta mengutamakan pengembangan keterampilan abad 21.

R : Dukungan pengetahuan seperti apa yang dibutuhkan guru bahasa Inggris dalam menerapkan kurikulum terkini?

T : Keikutsertaan dalam workshop, seminar terkait dengan kurikulum merdeka belajar, baik secara daring maupun luring

Interview with T

Teacher : Mrs. Marce, S.Pd

Date/Time : November 6th 2024

R : Keberhasilan dan Hambatan apa yang diidentifikasi oleh para pendidik selama penerapan kurikulum baru?

T : Keberhasilan yaitu , banyak pendidik merasa bahwa kurikulum ini lebih menekankan pada pengembangan karakter siswa melalui nilai-nilai Pancasila, yang dinilai relevan dan kontekstual. Hambatan yang terkait konteks lingkungan khususnya sumber daya yaitu keterbatasan fasilitas sekolah, kurangnya dukungan orang tua murid, kurangnya modul ajar yang sesuai dengan CP yang diajarkan, kurangnya akses ke teknologi dan kurangnya pelatihan yang berkesinambungan terkait kurikulum Merdeka.

R : Sumber daya apa yang dianggap penting oleh para pendidik untuk efektivitas penerapan kurikulum baru?

T : Untuk mencapai tujuan dari kurikulum merdeka perlunya para guru memahami dengan benar tentang kurikulum merdeka dan implementasinya.

R : Jenis bantuan/dukungan apa yang ditawarkan sekolah dalam penerapan kurikulum baru?

T : Sekolah selalu memberikan dukungan dan motivasi terhadap guru dan siswa dalam mengimplementasi kurikulum merdeka. Contoh guru selalu diberikan support dan semangat untuk mengikuti seminar atau workshop terkait kurikulum merdeka, baik secara daring maupun luring.

R : Komponen apa saja yang dimodifikasi dibandingkan dengan silabus sebelumnya?

T : - KD menjadi CP(menekankan pada pencapaian Kompetensi Dasar yang spesifik dan berjenjang).

- Berbasis CP yang lebih fleksibel

- Memberikan ruang untuk pengelolaan waktu yang lebih fleksibel, termasuk penerapan proyek penguatan profil pelajar Pancasila.

- Berbasis paradigma pembelajaran diferensiasi yang menyesuaikan kebutuhan masing-masing siswa.

- Mengutamakan asesmen formatif dan diagnostik, serta penilaian yang lebih holistik untuk memantau perkembangan siswa.

- Mengutamakan asesmen formatif dan diagnostik, serta penilaian yang lebih holistik untuk memantau perkembangan siswa

- Kurikulum Merdeka fokus pada penyusunan modul ajar, yang mencakup tujuan pembelajaran, alur tujuan pembelajaran (ATP), dan strategi pengajaran.

- P5 menjadi komponen baru yang menitikberatkan pada pengembangan karakter siswa melalui kegiatan berbasis proyek.

R : Hambatan apa saja yang dihadapi para pendidik bahasa Inggris ketika menerapkan kurikulum terbaru?

T : Masih terdapat siswa yang kurang aktif dalam pembelajaran

R : . Faktor lingkungan apa saja yang mempengaruhi hambatan yang dihadapi guru bahasa Inggris dalam proses pembelajaran?

T : Minimnya dukungan dari pihak orang tua wali murid dan pihak sekolah.

R : Hambatan apa yang dihadapi pendidik bahasa Inggris dalam mengembangkan keterampilan baru saat menerapkan kurikulum terbaru?

T : kurangnya kemampuan dalam manajemen kelas yang efektif dan inovatif

R : Mengapa guru bahasa Inggris kurang memiliki keterampilan manajemen kelas ketika menerapkan kurikulum terbaru?

T : kurangnya pelatihan spesifik tentang manajemen kelas, minimnya pengalaman dengan pembelajaran aktif

R : Pengetahuan dasar apa yang harus dimiliki guru bahasa Inggris ketika menerapkan kurikulum terbaru?

T : Guru harus memahami tujuan dan prinsip dari Kurikulum Merdeka, yang menekankan pembelajaran yang lebih fleksibel, berpusat pada siswa, serta mengutamakan pengembangan keterampilan abad 21.

R : Dukungan pengetahuan seperti apa yang dibutuhkan guru bahasa Inggris dalam menerapkan kurikulum terkini?

T : Keikutsertaan dalam workshop, seminar terkait dengan kurikulum merdeka belajar, baik secara daring maupun luring

Interview with T

Teacher : Mr. Saparuddin, S.Pd

Date/Time : November 7th 2024

R : Keberhasilannya berupa pembelajarn berbasis project meningkatkan keterlibatan siswa dalam pembelajaran dan hambatan apa yang diidentifikasi oleh para pendidik selama penerapan kurikulum baru?

T : Hambatan yang terkait konteks lingkungan khususnya sumber daya yaitu keterbatasan fasilitas sekolah, kurangnya modul ajar yang sesuai dengan CP yang diajarkan, kurangnya akses ke teknologi dan kurangnya pelatihan yang berkesinambungan terkait kurikulum Merdeka.

R : Sumber daya apa yang dianggap penting oleh para pendidik untuk efektivitas penerapan kurikulum baru?

T : Untuk mencapai tujuan dari kurikulum merdeka perlunya para guru memahami dengan benar tentang kurikulum merdeka dan implentasinya.

R : Jenis bantuan/dukungan apa yang ditawarkan sekolah dalam penerapan kurikulum baru?

T : Sekolah selalu memberikan dukungna dan motivasi terhadap guru dan siswa dalam mengimplementasi kurikulum merdeka. Contoh guru selalu diberikan support dan semangat untk mengikuti seminar atau workshop terkait kurikulum merdeka, baik secara daring mauoun luring.

R : Komponen apa saja yang dimodifikasi dibandingkan dengan silabus sebelumnya?

T : - KD menjadi CP(menekankan pada pencapaian Kompetensi Dasar yang spesifik dan berjenjang).

- Berbasis CP yang lebih fleksibel

- Memberikan ruang untuk pengelolaan waktu yang lebih fleksibel, termasuk penerapan proyek penguatan profil pelajar Pancasila.
- Berbasis paradigma pembelajaran diferensiasi yang menyesuaikan kebutuhan masing-masing siswa.
- Mengutamakan asesmen formatif dan diagnostik, serta penilaian yang lebih holistik untuk memantau perkembangan siswa.
- Mengutamakan asesmen formatif dan diagnostik, serta penilaian yang lebih holistik untuk memantau perkembangan siswa
- Kurikulum Merdeka fokus pada penyusunan modul ajar, yang mencakup tujuan pembelajaran, alur tujuan pembelajaran (ATP), dan strategi pengajaran.
- P5 menjadi komponen baru yang menitikberatkan pada pengembangan karakter siswa melalui kegiatan berbasis proyek.

R : Hambatan apa saja yang dihadapi para pendidik bahasa Inggris ketika menerapkan kurikulum terbaru?

T : siswa kurang aktif dalam pembelajaran dan kurang fokus

R : . Faktor lingkungan apa saja yang mempengaruhi hambatan yang dihadapi guru bahasa Inggris dalam proses pembelajaran?

T : Minimnya dukungan dari pihak orang tua wali murid dan pihak sekolah.

R : Hambatan apa yang dihadapi pendidik bahasa Inggris dalam mengembangkan keterampilan baru saat menerapkan kurikulum terbaru?

T : kurangnya kemampuan dalam manajemen kelas yang efektif dan inovatif

R : Mengapa guru bahasa Inggris kurang memiliki keterampilan manajemen kelas ketika menerapkan kurikulum terbaru?

T : kurangnya pelatihan spesifik tentang manajemen kelas, minimnya pengalaman dengan pembelajaran aktif

R : Pengetahuan dasar apa yang harus dimiliki guru bahasa Inggris ketika menerapkan kurikulum terbaru?

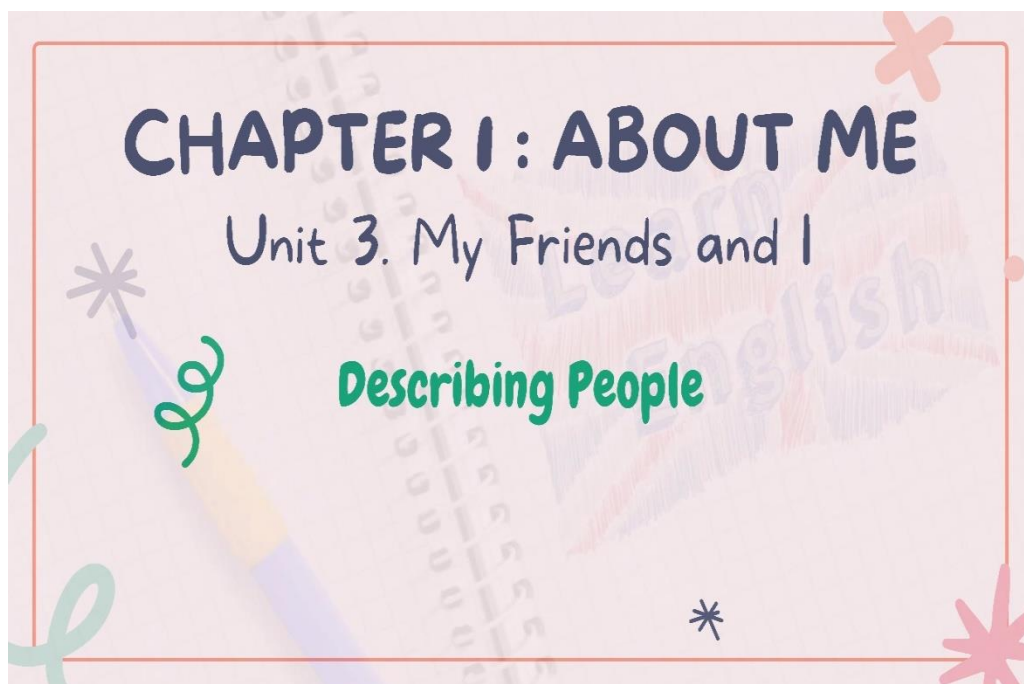
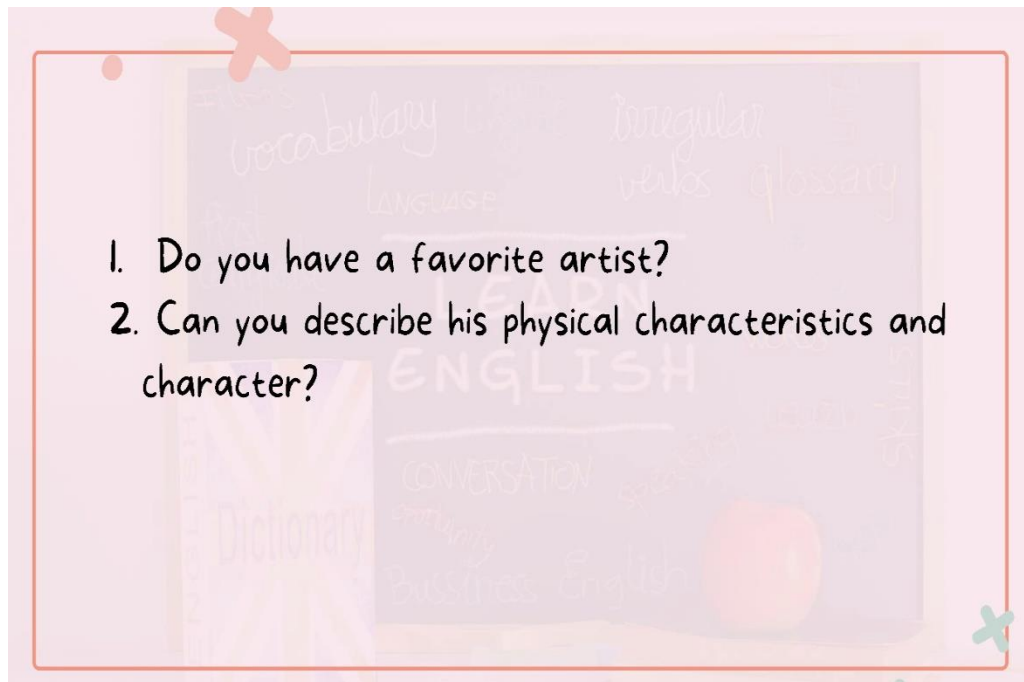
T : Guru harus memahami tujuan dan prinsip dari Kurikulum Merdeka, yang menekankan pembelajaran yang lebih fleksibel, berpusat pada siswa, serta mengutamakan pengembangan keterampilan abad 21.

- R : Dukungan pengetahuan seperti apa yang dibutuhkan guru bahasa Inggris dalam menerapkan kurikulum terkini?
- T : Keikutsertaan dalam workshop, seminar terkait dengan kurikulum merdeka belajar, baik secara daring maupun luring

APPENDIX .3

DOCUMENT ANALYSIS

Modul Ajar 1, the first teacher



Tujuan Pembelajaran

- 1 Peserta didik mampu mengidentifikasi ciri fisik dalam mendiskripsikan seseorang dengan benar dan teliti.
- 2 Peserta didik mampu menginterpretasikan terkait dengan deskripsi orang, sangat pendek dan sederhana.
- 3 Peserta didik mampu menganalisis gambar terkait dengan deskripsi orang, sangat pendek dan sederhana.
- 4 Peserta didik mampu mempresentasikan ciri fisik seseorang secara lisan, runtut dan berterima di depan kelas.

Penilaian

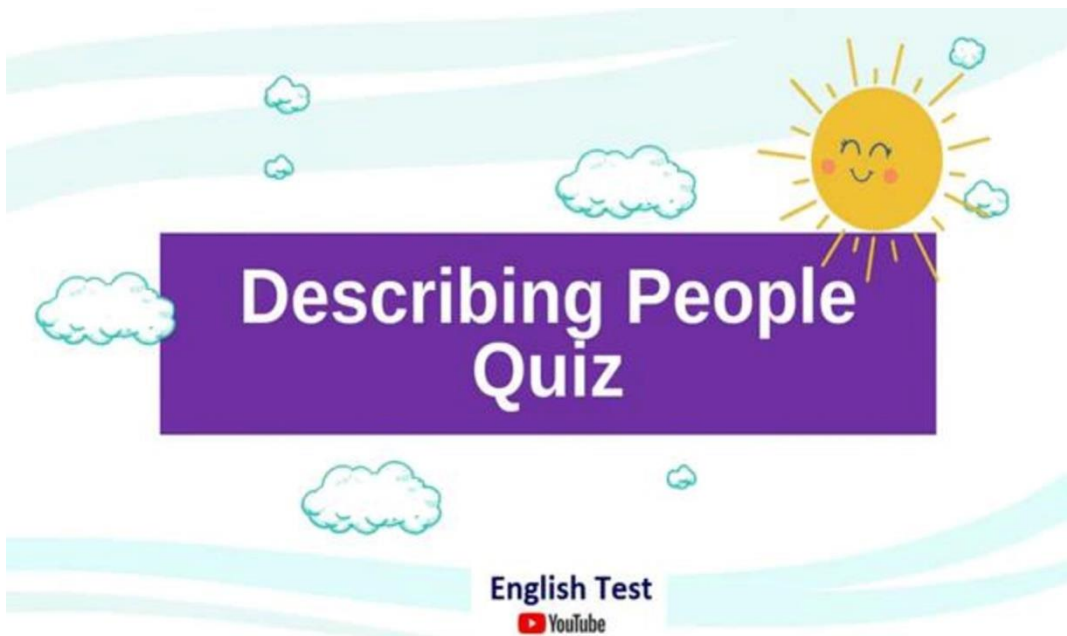
Penilaian Sikap : Dilakukan dengan observasi melalui lembar pengamatan sikap selama pembelajaran berlangsung

Penilaian Pengetahuan : Tes tertulis dengan 10 nomor soal PG yang dilakukan di akhir pembelajaran

Penilaian Keterampilan: Tes Kinerja yang dilakukan saat pembelajaran berlangsung, pada saat presentasi



<https://www.youtube.com/watch?v=VVM1MDISHK8&t=77s>



<https://www.youtube.com/watch?v=qKN5Gg91vaI>

Kesimpulan

Describing people adalah cara untuk menggambarkan orang dengan menggunakan kata-kata, termasuk penampilan fisik, sifat, dan perilaku. Ini sering digunakan untuk memperkenalkan seseorang kepada orang lain. Materi ini mencakup empat aspek utama:

Penampilan fisik: Menggambarkan tinggi, berat, warna rambut, dan ciri wajah menggunakan kata sifat seperti "tinggi" dan "langsing".

Sikap dan tingkah laku: Mendeskripsikan tindakan atau kebiasaan seseorang, seperti "menggigit jari" atau "memutar mata".

Sifat dan karakter: Menjelaskan kepribadian dengan kata sifat seperti "ramah", "bijak", dan "serius".

Emosi: Menggambarkan perasaan seseorang, menggunakan kata sifat seperti "bahagia", "marah", dan "stres".

Refleksi

1. Bagaimana pengalaman belajar kamu hari ini? Apakah kamu merasa menyenangkan atau menemui tantangan tertentu?
2. Apakah keterlibatan aktif kamu dalam diskusi kelas membantu kamu merasa lebih terlibat dan fokus selama pembelajaran?
3. Apakah cara Ibu/Bapak menjelaskan materi bisa diterima dengan baik?
4. Manfaat apa yang kalian rasakan setelah mempelajari materi kali ini?



THANK YOU

PENILAIAN

Rubrik Penilaian :

1. Sikap

- a. Apakah aku sudah melakukan pembelajaran secara bertanggung jawab?
- b. Apakah aku sudah mengumpulkan tugas secara tepat waktu?
- c. Apakah akus sudah mencantumkan sumber referensi dalam hasil karyaku?
- d. Apakah aku sudah mampu berkolaborasi dengan baik bersama teman-temanku?

Tabel Jurnal Pengembangan Sikap

No.	Tanggal	Nama Siswa	Catatan Perilaku	Butir Skap
1				
2				
3				
4				

Jurnal Penilaian Sikap Spiritual

Nama Sekolah : UPT SMPN 1 Sabbang Selatan
 Kelas/Semester : VII/1(Ganjil)
 Tahun Pelajaran : 2024/2025

No.	Tanggal	Nama Siswa	Catatan Perilaku	Butir Skap
1	19/107/2022	Dimas	Tidak mengikuti sholat dzuhur berjamaah di sekolah	Ketaqwaan
2				
3				
4				

Jurnal Penilaian Sikap Sosial

Nama Sekolah : UPT SMPN 1 Sabbang Selatan
 Kelas/Semester : VII/1(Ganjil)
 Tahun Pelajaran : 2024/2025

No.	Tanggal	Nama Siswa	Catatan Perilaku	Butir Skap
1	19/107/2022	Amarudin	Membantu seorang teman yang kesulitan menyeberang jalan di depan sekolah	kepedulian
2				
3				
4				

Lembar Penilaian Diri Siswa (Likert Scale)

Nama teman yang dinilai :

Nama penilai :

Kelas : VII

Semester : 1 (Ganjil)

Berilah tanda centang (✓) pada kolom “Ya” atau “Tidak” sesuai dengan keadaan sebenarnya

No.	Pernyataan	Skala			
		1	2	3	4
1	Saya berdoa sebelum melakukan kegiatan				
2	Saya melaksanakan ibadah sholat tepat waktu				
3	Saya berani mengakui kesalahan jika memang bersalah				
4	Saya mengumpulkan tugas sesuai jadwal yang Diberikan				
5	Saya mengembalikan barang yang saya pinjam dalam kondisi baik				
6	Saya meminta maaf jika melakukan kesalahan				
7	Saya datang ke sekolah tepat waktu				

Keterangan:

1 = sangat jarang 2 = jarang 3 = sering 4 = selalu

Lembar Penilaian Diri Siswa (Likert Scale)

Nama :

Kelas : VII

Semester : 1 (Ganjil)

Berilah tanda centang (✓) pada kolom “Ya” atau “Tidak” sesuai dengan keadaan sebenarnya

No.	Pernyataan	Skala			
		1	2	3	4
1	Teman saya berkata jujur kepada orang lain				
2	Teman saya mengerjakan ulangan dengan jujur				
3	Teman saya mentaati tata-tertib sekolah				
4					
5					

Keterangan:

1 = sangat jarang

2 = jarang

3 = sering

4 = selalu

2. Pengetahuan

Penilaian Diri Selama Kegiatan Diskusi Kelompok

Nama :

.....

Kelas :

.....

Petunjuk:

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

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

Penilaian Antarteman Selama Kegiatan Diskusi Kelompok

Nama Teman 1 :

.....

Nama Teman 2 :

.....

Nama Penilai :

Kelas :

Petunjuk:

1. Bacalah setiap pernyataan berikut dan berilah tanda centang (✓) pada kolom sesuai keadaan teman kalian selama proses diskusi.
2. Kumpulkan format penilaian diri kepada bapak/ ibu guru kalian setelah diisi dengan lengkap.

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

	tugas		
5	Teman saya menertawakan pendapat rekan lainnya pada saat diskusi kelompok		
6	Dst		

Modul ajar 2, the second teacher

MODUL AJAR DESCRIBING PEOPLE

INFORMASI UMUM

A. IDENTITAS SEKOLAH

Nama Penyusun	Marce, S.Pd.	Mata Pelajaran	Bahasa Inggris
Satuan Pendidikan	UPT SMPN 1 Sabbang Selatan	Kelas/Fase/Semester	VII/D/Ganjil
Tahun penyusunan	2024	Alokasi Waktu	2 x 40 Menit (2JP)

B. KOMPETENSI AWAL

- ✚ Memahami dan menggunakan kosakata yang tepat untuk mendeskripsikan fisik (tinggi, berat, warna rambut, dll.) dan kepribadian (ramah, pemalu, suka membantu, dll.).
- ✚ Menguasai struktur kalimat yang digunakan untuk mendeskripsikan, seperti penggunaan kata sifat dan kata keterangan.

C. PROFIL PELAJAR PANCASILA

- ✚ Bergotong royong
- ✚ Mandiri
- ✚ Bernalar Kritis, dan
- ✚ Kreatif

D. SARANA DAN PRASARANA

- ✚ Buku Teks
- ✚ Laptop
- ✚ Papan tulis/White Board
- ✚ Spidol dan penghapus
- ✚ Handphone
- ✚ Internet
- ✚ Lembar kerja
- ✚ Speaker

E. TARGET PESERTA DIDIK

- ✚ Peserta didik regular

F. MODEL, PENDEKATAN DAN METODE PEMBELAJARAN

Model Pembelajaran

- ✚ Problem Based Learning

Pendekatan

- ✚ Saintific

Metode Pembelajaran

- ✚ Pemberian Materi
- ✚ Tanya jawab
- ✚ Diskusi kelompok
- ✚ Presentasi
- ✚ Penugasan

G. CAPAIAN PEMBELAJARAN ELEMEN MENYIMAK DAN BERBICARA

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa Ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

- ✚ Peserta didik mampu mengidentifikasi ciri fisik dalam mendiskripsikan seseorang dengan benar dan teliti.
- ✚ Peserta didik mampu menginterpretasikan terkait dengan deskripsi orang, sangat pendek dan sederhana.
- ✚ Peserta didik mampu menganalisis gambar terkait dengan deskripsi orang, sangat pendek dan sederhana.
- ✚ Peserta didik mampu mempresentasikan ciri fisik seseorang secara lisan, runtut dan berterima di depan kelas.

B. PEMAHAMAN BERMAKNA

- ✚ Dengan mengidentifikasi kosakata dalam mendeskripsikan seseorang (deskriptif) peserta didik akan mampu mengemukakan pendapat tentang ciri fisik seseorang.

C. PERTANYAAN PEMANTIK

- ✚ Apakah kamu mempunyai artis favorit?
- ✚ Bisakah kamu mendeskripsikan ciri-ciri fisik dan karakternya?

D. KEGIATAN PEMBELAJARAN

Pendahuluan
<ul style="list-style-type: none">✓ Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, kerapian posisi, dan tempat duduk peserta didik.✓ Guru dan Peserta didik Menyanyikan Lagu Indonesia Raya✓ Guru menanyakan pelajaran sebelumnya (Apersepsi)✓ Peserta didik diberikan pertanyaan pemantik oleh guru.✓ Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran✓ Guru menyampaikan lingkup dan teknik penilaian yang akan digunakan.
Kegiatan Inti
Fase 1: Orientasi pada Masalah <ul style="list-style-type: none">✓ Guru memulai dengan menunjukkan video tentang <i>Describing People</i>.✓ Peserta didik mengamati dan mengidentifikasi kosakata bahasa Inggris terkait <i>Describing People</i> dari video yang ditampilkan di Slide presentation.
Fase 2: Mengorganisasikan Siswa untuk Belajar <ul style="list-style-type: none">✓ Guru membagi peserta didik dalam kelompok✓ Guru membagikan Lembar Kerja Peserta didik (LKPD) kepada setiap kelompok
Fase 3: Membimbing Penyelidikan Individu dan Kelompok <ul style="list-style-type: none">✓ Peserta didik berdiskusi dalam menyelesaikan masalah-masalah tentang <i>Describing People</i>.✓ Guru memberikan panduan dan sumber daya yang diperlukan untuk setiap kelompok.✓ Guru memberikan bantuan dan bimbingan bagi kelompok yang membutuhkan.
Fase 4: Mengembangkan dan Menyajikan Hasil Karya <ul style="list-style-type: none">✓ Setiap kelompok menyusun deskripsi mereka✓ Setiap kelompok mempresentasikan hasil kerja mereka di depan kelas.
Fase 5: Menganalisis dan Mengevaluasi Proses Pemecahan Masalah <ul style="list-style-type: none">✓ Guru dan siswa bersama-sama mengevaluasi hasil presentasi setiap kelompok.✓ Guru memberikan umpan balik terhadap proses pembelajaran yang telah dilakukan.
Penutup

- ✓ Guru bersama peserta didik menyimpulkan materi yang telah dipelajari.
- ✓ Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan.
- ✓ Guru menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- ✓ Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

E. ASESMEN

Jenis penilaian	Tehnik	Bentuk	Instrumen
Sikap	Observasi	Deskripsi	Jurnal
Pengetahuan	Tes tulis	Menyusun kata dan menerjemahkan	LKPD
Keterampilan	Tes praktek	Presentation	Rubrik

F. PENGAYAAN DAN REMEDIAL

Pengayaan

- ✚ Peserta didik diberikan latihan secara bertahap hingga dapat menuliskan sebuah paragraf deskriptif yang berterima.
- ✚ Guru dapat memberikan instruksi secara bertahap.
- ✚ Sebagai variasi, guru dapat menggunakan latihan ini sebagai latihan berbicara. Peserta didik dapat diminta untuk membuat video pendek untuk deskripsi lisannya.

Remedial

- ✚ Siswa diminta untuk menjawab secara lisan mengenai kegiatan pembelajaran hari ini. Guru dapat memberikan skala 0–100 yang dapat dipilih siswa untuk menunjukkan pemahaman mereka terhadap materi maupun aktivitas yang telah dilakukan.

G. REFLEKSI PESERTA DIDIK DAN GURU

Refleksi Guru:

- ✚ Apakah kegiatan pembelajaran berlangsung dengan baik?
- ✚ Apa momen paling berkesan saat proses kegiatan pembelajaran?
- ✚ Apa tantangan yang dihadapi saat proses kegiatan pembelajaran?
- ✚ Bagaimana cara mengatasi tantangan tersebut?

Refleksi Peserta Didik:

- ✚ Bagaimana pengalaman belajar kamu hari ini? Apakah kamu merasa menyenangkan atau menemui tantangan tertentu?
- ✚ Apakah keterlibatan aktif kamu dalam diskusi kelas membantu kamu merasa lebih terlibat dan fokus selama pembelajaran?

- Apakah cara Ibu/Bapak menjelaskan materi bisa diterima dengan baik?
- Manfaat apa yang kalian rasakan setelah mempelajari materi kali ini?



September 2024
Mengetahui
Kepala Sekolah

ISNANINGSI, S.Pd., M.Si
NIP. 197206191997022001
198012082024212010

Dandang, 20

Guru Mata Pelajaran

A handwritten signature in black ink, appearing to read "MARCE", is written over the printed name.

MARCE, S.Pd.,
NIP.

Modul ajar 3, The third Teacher

MODUL AJAR

Chapter 2: Kindness Begins with Me

Narrative Text

INFORMASI UMUM

- IDENTITAS SEKOLAH

Nama Penyusun	Saparuddin, S.Pd., Gr	Mata Pelajaran	Bahasa Inggris
Satuan Pendidikan	UPT SMPN 1 Sabbang Selatan	Kelas/Fase/Semester	VIII/D/Ganjil
Tahun penyusunan	2024	Alokasi Waktu	3 x 40 Menit (3JP)

- KOMPETENSI AWAL

- Peserta didik dapat memahami teks bacaan sederhana dalam bahasa Inggris.
- Peserta didik mengenal berbagai jenis teks
- Peserta didik dapat menggunakan kosakata dasar bahasa Inggris.

- PROFIL PELAJAR PANCASILA

- Bergotong royong
- Mandiri
- Bernalar Kritis, dan
- Kreatif

- SARANA DAN PRASARANA

- Buku Teks
- Laptop
- Papan tulis/White Board
- Spidol dan penghapus
- Handphone
- Internet
- Lembar kerja
- Speaker
-

- **TARGET PESERTA DIDIK**

- Peserta didik regular

- **MODEL, PENDEKATAN DAN METODE PEMBELAJARAN**

Model Pembelajaran

- Problem Based Learning

Pendekatan

- Saintific

Metode Pembelajaran

- Pemberian Materi
- Tanya jawab
- Diskusi kelompok
- Presentasi
- Penugasan

- **CAPAIAN PEMBELAJARAN ELEMEN MENYIMAK DAN BERBICARA**

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa Ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

KOMPONEN INTI

- **TUJUAN PEMBELAJARAN**

- Peserta didik mampu memahami konsep teks naratif, struktur, dan unsur-unsur kebahasaan yang menyusunnya.
- Peserta didik mampu menganalisis teks naratif sederhana untuk mengidentifikasi alur cerita, tokoh, dan pesan moral.

- **PEMAHAMAN BERMAKNA**

- Teks naratif adalah sebuah cerita yang berisi rangkaian peristiwa yang saling berkaitan dan bertujuan untuk menghibur pembaca.
- Struktur teks naratif terdiri dari orientasi, komplikasi, resolusi, dan reorientasi.

- Unsur kebahasaan teks naratif meliputi penggunaan kata kerja tindakan, kata sifat, kata hubung temporal, dan kalimat kompleks.
- Membaca dan menulis teks naratif dapat meningkatkan kemampuan berbahasa Inggris dan pemahaman terhadap berbagai budaya.
- **PERTANYAAN PEMANTIK**
 - Kalian pernah membaca atau menonton cerita yang membuat kalian penasaran? Apa yang membuat cerita itu menarik?
 - Apa saja unsur-unsur yang harus ada dalam sebuah cerita yang menarik?
 - Bagaimana cara kita bisa memahami pesan yang terkandung dalam sebuah cerita?

- **KEGIATAN PEMBELAJARAN**

Pendahuluan
<ul style="list-style-type: none"> • Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, kerapian posisi, dan tempat duduk peserta didik. • Guru dan Peserta didik Menyanyikan Lagu Indonesia Raya • Guru menanyakan pelajaran sebelumnya (Apersepsi) • Peserta didik diberikan pertanyaan pemantik oleh guru. • Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran • Guru menyampaikan lingkup dan teknik penilaian yang akan digunakan.
Kegiatan Inti
<p>Fase 1: Orientasi pada Masalah</p> <ul style="list-style-type: none"> • Guru memulai dengan menunjukkan video tentang <i>Narrative Text</i>. • Peserta didik mengamati dan mengidentifikasi kosakata bahasa Inggris terkait <i>Narrative Text</i> dari video yang ditampilkan di Slide presentation. <p>Fase 2: Mengorganisasikan Siswa untuk Belajar</p> <ul style="list-style-type: none"> • Guru membagi peserta didik dalam kelompok • Guru membagikan Lembar Kerja Peserta didik (LKPD) kepada setiap kelompok <p>Fase 3: Membimbing Penyelidikan Individu dan Kelompok</p> <ul style="list-style-type: none"> • Guru memberikan panduan dan sumber daya yang diperlukan untuk setiap kelompok. • Guru memberikan bantuan dan bimbingan bagi kelompok yang membutuhkan.

Fase 4: Mengembangkan dan Menyajikan Hasil Karya

- Setiap kelompok menyusun deskripsi mereka
- Setiap kelompok mempresentasikan hasil kerja mereka di depan kelas.

Fase 5: Menganalisis dan Mengevaluasi Proses Pemecahan Masalah

- Guru dan siswa bersama-sama mengevaluasi hasil presentasi setiap kelompok.
- Guru memberikan umpan balik terhadap proses pembelajaran yang telah dilakukan.

Penutup

- Guru bersama peserta didik menyimpulkan materi yang telah dipelajari.
- Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan.
- Guru menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

- **ASESMEN**

Jenis penilaian	Teknik	Bentuk	Instrumen
Sikap	Observasi	Deskripsi	Jurnal
Pengetahuan	Tes tulis	Menyusun kata dan menerjemahkan	LKPD
Keterampilan	Tes praktek	Presentation	Rubrik

- **PENGAYAAN DAN REMEDIAL**

Pengayaan

- Peserta didik diberikan latihan secara bertahap hingga dapat menuliskan sebuah paragraf deskriptif yang berterima.
- Guru dapat memberikan instruksi secara bertahap.
- Sebagai variasi, guru dapat menggunakan latihan ini sebagai latihan berbicara. Peserta didik dapat diminta untuk membuat video pendek untuk deskripsi lisannya.

Remedial

- Siswa diminta untuk menjawab secara lisan mengenai kegiatan pembelajaran hari ini. Guru dapat memberikan skala 0–100 yang dapat dipilih siswa untuk menunjukkan pemahaman mereka terhadap materi maupun aktivitas yang telah dilakukan.

- **REFLEKSI PESERTA DIDIK DAN GURU**

Refleksi Guru:

- Apakah kegiatan pembelajaran berlangsung dengan baik?
- Apa momen paling berkesan saat proses kegiatan pembelajaran?
- Apa tantangan yang dihadapi saat proses kegiatan pembelajaran?
- Bagaimana cara mengatasi tantangan tersebut?

Refleksi Peserta Didik:

- Bagaimana pengalaman belajar kamu hari ini? Apakah kamu merasa menyenangkan atau menemui tantangan tertentu?
- Apakah keterlibatan aktif kamu dalam diskusi kelas membantu kamu merasa lebih terlibat dan fokus selama pembelajaran?
- Apakah cara Ibu/Bapak menjelaskan materi bisa diterima dengan baik?
- Manfaat apa yang kalian rasakan setelah mempelajari materi kali ini?

Mengetahui,
Kepala UPT

ISNANINGSL, S.Pd., M.Si
NIP. 197206191997022001

Dandang, 08 Juli 2024

Guru Mata Pelajaran



SAPARUDDIN, S.Pd., Gr.
NIP. 198511242020121002

Instrumen Pedoman Wawancara

Judul : "Analysis of Teachers' Barriers in Implementing Merdeka Curriculum in Teaching English at UPT SMP Negeri 1 Sabbang Selatan".

No	Indikator (lihat turunan teori)	Sub Indikator jika ada	Butir Pertanyaan (satu indikator/sub, minimal 3 butir)
1.	Barriers to successful implementations of Merdeka belajar curriculum..		Can you identified specific success and barriers that educators have encountered during the implementation of the Merdeka Curriculum?
			What resources (materials, training or support) do educator consider vital for the effective implementation of the Merdeka Curriculum
			What types of assistance (training, infrastructure or mentoring) has the school provided to support the implementations of the Merdeka Curriculum ?
			Can you describe the specific components of the Merdeka Curriculum that have been modified compared to the previous syllabus?
2.	The Top Barriers faced by English educators in the implementation of the new English curriculum	<p>1. The Environmental Context barriers</p> <p>2. Barriers of Skill</p>	<p>What barriers, such as lack of resources or training do English educators face in implementing the Merdeka Curriculum ?</p> <p>What specific environmental factors (Classroom setting, school facilities or community support) affect the barriers faced by English teachers in implementing the Merdeka curriculum ?</p> <p>What specific skills do English educators find barriers to develop while applying the Merdeka Curruculum ?</p>

		<p>3. Barriers of Knowledge</p>	<p>How do English teachers perceive their classroom management skills as inadequate when implementing the Merdeka Curriculum ?</p> <p>What foundational knowledge (pedagogical principles , content knowledge or curriculum design) do English teachers need to effectively apply the Merdeka Curriculum ?</p> <p>What specific types of knowledge support (training , guidance or collaborations with colleague) do English teachers need to implementation the Merdeka Curriculum ?</p>
--	--	---------------------------------	--

Instrumen Pedoman Observasi/Catatan Lapangan

Judul : “Analysis of Teachers' Barriers in Implementing Merdeka Curriculum in Teaching English at UPT SMP Negeri 1 Sabbang Selatan”.

No	Indikator	Sub Indikator jika ada	Aspek yang diamati	Catatan lapangan
1.	Planning Activities	<ul style="list-style-type: none"> The teachers have moduls and learning plans that are in line with the principles of the Merdeka Curriculum There are clear and specific learning objectives that support student learning in Merdeka Curriculum The lesson plan includes a student- 	<p>1. Bagaimana modul ajar mengakomodasi prinsip Merdeka Curriculum (misalnya, pembelajaran berbasis proyek atau berbasis pengalaman) ?</p> <p>2. Bagaimana guru memahami dan menyesuaikan materi untuk memenuhi kebutuhan siswa, seperti perbedaan kemampuan, minat, dan gaya belajar.?</p> <p>3. Bagaimana guru menyesuaikan instruksi untuk siswa dengan kemampuan berbeda?</p>	

		<ul style="list-style-type: none"> centered approach. The material is prepared in a manner that is relevant to the needs and characteristics of students. There are differentiation strategies designed according to student abilities. 	<p>4. Bagaimana nilai-nilai Pancasila diintegrasikan dalam praktek pembelajaran sehari-hari, adakah kegiatan yang mengembangkan karakter siswa?</p>	
2.	Implementing activities	<ul style="list-style-type: none"> Teachers apply varied and interactive learning methods, encouraging student activity. Learning emphasizes collaboration, communication, and the development of critical thinking. Teachers give students the freedom to explore and complete tasks creatively. Teachers adjust teaching strategies flexibly according to student responses in class. Learning provides real or contextual experiences that are relevant to students' lives. 	<p>1. Bagaimana siswa berinteraksi dalam diskusi atau kerja kelompok. Sejauh mana siswa berperan aktif dalam kegiatan tersebut (misalnya, frekuensi kontribusi siswa dalam diskusi atau keberagaman peran dalam proyek kelompok)?</p> <p>2. Bagaimana metode ini diterapkan, misalnya apakah siswa diberi kesempatan untuk merancang pembelajaran mereka sendiri atau memilih topik pembelajaran?</p> <p>3. Sejauh mana penggunaan aplikasi interaktif atau platform pembelajaran daring dalam mendukung proses belajar ?</p>	

3.	Evaluating	<ul style="list-style-type: none"> Teachers provide continuous assessments during the learning process. There is constructive and relevant feedback for student development. Teachers identify and follow up on students' weaknesses or learning difficulties personally. Teachers use various types of assessments that are not only formal tests but also participatory observations ees cognitive, affective, and psychomotor aspects, reflecting the principles of holistic assessment. 	<p>1. Bagaimana guru menanggapi hasil dari asesmen formatif ?</p> <p>2. Apakah penyusunan rubrik atau kriteria penilaian mencakup semua aspek yang diinginkan dalam kurikulum Merdeka (kognitif, afektif, dan psikomotor) ?</p> <p>3. Bagaimana hasil evaluasi tersebut digunakan untuk membuat perubahan langsung pada strategi pembelajaran.?</p> <p>4. Bagaimana siswa diberi kesempatan untuk melakukan refleksi diri atau memberikan umpan balik terhadap proses pembelajaran?</p>	
----	------------	--	---	--

Kesimpulan

Secara umum, Pendapat Bapak/Ibu terhadap Hambatan Kurikulum Merdeka yang dikembangkan:

- a. Layak
- b. Layak Dengan perbaikan
- c. Tidak layak

Palopo, 4 November 2024
Penilaian Kelayakan



Dr. Magfirah. Thayyib , S.S.,M.Hum.

Instrumen Pedoman Wawancara

Judul : “Analysis of Teachers' Barriers in Implementing Merdeka Curriculum in Teaching English at UPT SMP Negeri 1 Sabbang Selatan”.

No	Indikator (lihat turunan teori)	Sub Indikator jika ada	Butir Pertanyaan (satu indikator/sub, minimal 3 butir)
1.	Barriers to successful implementations of Merdeka belajar curriculum..		Can you identified specific success and barriers that educators have encountered during the implementation of the Merdeka Curriculum?
			What resources (materials, training or support) do educator consider vital for the effective implementation of the Merdeka Curriculum
			What types of assistance (training, infrastructure or mentoring) has the school provided to support the implementations of the Merdeka Curriculum ?
			Can you describe the specific components of the Merdeka Curriculum that have been modified compared to the previous syllabus?
2.	The Top Barriers faced by English educators in the implementation of the new English curriculum	<p>1. The Environmental Context barriers</p> <p>2. Barriers of Skill</p>	<p>What barriers, such as lack of resources or training do English educators face in implementing the Merdeka Curriculum ?</p> <p>What specific environmental factors (Classroom setting, school facilities or community support) affect the barriers faced by English teachers in implementing the Merdeka curriculum ?</p> <p>What specific skills do English educators find barriers to develop while applying the Merdeka Curruculum ?</p>

		3. Barriers of Knowledge	<p>How do English teachers perceive their classroom management skills as inadequate when implementing the Merdeka Curriculum ?</p> <p>What foundational knowledge (pedagogical principles , content knowledge or curriculum design) do English teachers need to effectively apply the Merdeka Curriculum ?</p> <p>What specific types of knowledge support (training , guidance or collaborations with colleague) do English teachers need to implementation the Merdeka Curriculum ?</p>
--	--	--------------------------	--

Instrumen Pedoman Observasi/Catatan Lapangan

Judul : “Analysis of Teachers' Barriers in Implementing Merdeka Curriculum in Teaching English at UPT SMP Negeri 1 Sabbang Selatan”.

No	Indikator	Sub Indikator jika ada	Aspek yang diamati	Catatan lapangan
1.	Planning Activities	<ul style="list-style-type: none"> The teachers have moduls and learning plans that are in line with the principles of the Merdeka Curriculum There are clear and specific learning objectives that support student learning in Merdeka Curriculum The lesson plan includes a student-centered approach. 	<p>1. Bagaimana modul ajar mengakomodasi prinsip Merdeka Curriculum (misalnya, pembelajaran berbasis proyek atau berbasis pengalaman) ?</p> <p>2. Bagaimana guru memahami dan menyesuaikan materi untuk memenuhi kebutuhan siswa, seperti perbedaan kemampuan, minat, dan gaya belajar.?</p> <p>3. Bagaimana guru menyesuaikan instruksi untuk siswa dengan kemampuan berbeda?</p>	

		<ul style="list-style-type: none"> • The material is prepared in a manner that is relevant to the needs and characteristics of students. • There are differentiation strategies designed according to student abilities. 	4. Bagaimana nilai-nilai Pancasila diintegrasikan dalam praktek pembelajaran sehari-hari, adakah kegiatan yang mengembangkan karakter siswa?	
2.	Implementing activities	<ul style="list-style-type: none"> • Teachers apply varied and interactive learning methods, encouraging student activity. • Learning emphasizes collaboration, communication, and the development of critical thinking. • Teachers give students the freedom to explore and complete tasks creatively. • Teachers adjust teaching strategies flexibly according to student responses in class. • Learning provides real or contextual experiences that are relevant to students' lives. 	<p>1. Bagaimana siswa berinteraksi dalam diskusi atau kerja kelompok. Sejauh mana siswa berperan aktif dalam kegiatan tersebut (misalnya, frekuensi kontribusi siswa dalam diskusi atau keberagaman peran dalam proyek kelompok)?</p> <p>2. Bagaimana metode ini diterapkan, misalnya apakah siswa diberi kesempatan untuk merancang pembelajaran mereka sendiri atau memilih topik pembelajaran?</p> <p>3. Sejauh mana penggunaan aplikasi interaktif atau platform pembelajaran daring dalam mendukung proses belajar?</p>	

3.	Evaluating	<ul style="list-style-type: none"> Teachers provide continuous assessments during the learning process. There is constructive and relevant feedback for student development. Teachers identify and follow up on students' weaknesses or learning difficulties personally. Teachers use various types of assessments that are not only formal tests but also participatory observations ees cognitive, affective, and psychomotor aspects, reflecting the principles of holistic assessment. 	<p>1. Bagaimana guru menanggapi hasil dari asesmen formatif ?</p> <p>2. Apakah penyusunan rubrik atau kriteria penilaian mencakup semua aspek yang diinginkan dalam kurikulum Merdeka (kognitif, afektif, dan psikomotor) ?</p> <p>3. Bagaimana hasil evaluasi tersebut digunakan untuk membuat perubahan langsung pada strategi pembelajaran. ?</p> <p>4. Bagaimana siswa diberi kesempatan untuk melakukan refleksi diri atau memberikan umpan balik terhadap proses pembelajaran?</p>	
----	------------	--	--	--

Kesimpulan

Secara umum, Pendapat Bapak/Ibu terhadap Hambatan Kurikulum Merdeka yang dikembangkan:

- a. Layak
- b. Layak Dengan perbaikan
- c. Tidak layak

Palopo, 4 November 2024

Penilaian Kelayakan



Dewi Furwana, S.Pd.I., M.Pd

INTRUMENT WAWANCARA

A. Hambatan keberhasilan Implementasi kurikulum Merdeka belajar.

INTRUMENT WAWANCARA

A. Hambatan keberhasilan Implementasi kurikulum Merdeka belajar.

1. Dapatkah Anda mengidentifikasi keberhasilan dan hambatan spesifik yang dihadapi para pendidik selama penerapan Kurikulum Merdeka?
2. Sumber daya apa (materi, pelatihan atau dukungan) yang dianggap penting oleh pendidik untuk efektivitas penerapan Kurikulum Merdeka?
3. Jenis bantuan apa (pelatihan, infrastruktur atau pendampingan) yang diberikan sekolah untuk mendukung implementasi Kurikulum Merdeka?
4. Bisakah Anda menjelaskan secara spesifik komponen Kurikulum Merdeka yang telah dimodifikasi dibandingkan silabus sebelumnya

B. Hambatan Konteks Lingkungan

1. Hambatan apa saja, seperti kurangnya sumber daya atau pelatihan yang dihadapi para pendidik bahasa Inggris dalam menerapkan kurikulum baru?
2. Faktor lingkungan spesifik apa (Pengaturan kelas, fasilitas sekolah atau dukungan masyarakat) yang mempengaruhi hambatan yang dihadapi guru bahasa Inggris dalam menerapkan kurikulum baru?

3. Hambatan Keterampilan

1. Keterampilan khusus apa yang sulit dikembangkan oleh para pendidik bahasa Inggris ketika menerapkan Kurikulum Merdeka?
2. Bagaimana guru bahasa Inggris memandang keterampilan manajemen kelas mereka kurang memadai ketika menerapkan Kurikulum Merdeka?

3. Hambatan Pengetahuan

1. Pengetahuan dasar apa (prinsip pedagogi, pengetahuan konten atau desain kurikulum) yang dibutuhkan guru bahasa Inggris untuk menerapkan Kurikulum Merdeka secara efektif?
2. Jenis dukungan pengetahuan khusus apa (pelatihan, bimbingan atau kolaborasi dengan perguruan tinggi) yang dibutuhkan guru bahasa Inggris untuk menerapkan Kurikulum Merdeka?

Instrumen Pedoman Observasi/Catatan Lapangan

Judul : "Analysis of Teachers' Barriers in Implementing Merdeka Curriculum in Teaching English at UPT SMP Negeri 1 Sabbang Selatan"

The First Teacher.1.

No	Indikator	Sub Indikator jika ada	Aspek yang diamati	Catatan lapangan
1.	Planning Activities	<ul style="list-style-type: none"> The teachers have teaching module and learning plans that are in line with the principles of the Merdeka Curriculum The lesson plan includes a student-centered approach. The material is prepared in a manner that is relevant to the needs and characteristics of students. There are differentiation strategies designed according to student abilities. 	<ol style="list-style-type: none"> 1. Bagaimana modul ajar mengakomodasi prinsip Merdeka Curriculum (misalnya, pembelajaran berbasis proyek atau berbasis pengalaman) ? 2. Bagaimana guru memahami dan menyesuaikan materi untuk memenuhi kebutuhan siswa, seperti perbedaan kemampuan, minat, dan gaya belajar? 3. Bagaimana guru menyesuaikan instruksi untuk siswa dengan kemampuan berbeda? 4. Bagaimana nilai-nilai pancasila diintegrasikan dalam praktek pembelajaran sehari-hari, adakah kegiatan yang mengembangkan karakter siswa? 	<p>- Guru sudah mengapresiasi prinsip merdeka belajar dengan pembelajaran berbasis proyek dan pengalaman.</p> <p>- Guru sudah memahami dan mampu menyesuaikan materi dengan kebutuhan siswa.</p> <p>- Guru sudah menyesuaikan instruksi pembelajaran sesuai dengan kebutuhan siswa. Yang berbeda-beda.</p> <p>- Guru sudah mengaitkan nilai-nilai pancasila dalam pembelajaran..</p>

2.	Implementing activities	<ul style="list-style-type: none"> Teachers apply varied and interactive learning methods, encouraging student activity. Learning emphasizes collaboration, communication, and the development of critical thinking. Teachers give students the freedom to explore and complete tasks creatively. 	<p>1. Bagaimana siswa berinteraksi dalam diskusi atau kerja kelompok. Sejauh mana siswa berperan aktif dalam kegiatan tersebut (misalnya, frekuensi kontribusi siswa dalam diskusi atau keberagaman peran dalam proyek kelompok)?</p> <p>2. Bagaimana metode ini diterapkan, misalnya apakah siswa diberi kesempatan untuk merancang pembelajaran mereka sendiri atau memilih topik pembelajaran?</p> <p>3. Sejauh mana penggunaan aplikasi interaktif atau platform pembelajaran daring dalam mendukung proses belajar?</p>	<p>- Siswa cukup aktif dan berkontribusi dalam pembelajaran terutama dalam diskusi dan kelompok. Frekuensi kontribusi (aktif yang diberikan).</p> <p>- Guru memberikan kesempatan kepada siswa untuk merancang pembelajaran dan kelompok.</p> <p>- Guru menggunakan aplikasi dalam pembelajaran; G form, Wordwall, Quizizz dan Canva.</p>
3.	Evaluating	<ul style="list-style-type: none"> Teachers provide continuous assessments during the learning process. There is constructive and relevant feedback for student development. Teachers identify and follow up on students' 	<p>1. Bagaimana guru menanggapi hasil dari asesmen formatif?</p> <p>2. Apakah penyusunan rubrik atau kriteria penilaian mencakup semua aspek yang diinginkan dalam kurikulum Merdeka (kognitif, afektif, dan psikomotor)?</p> <p>3. Bagaimana hasil evaluasi tersebut digunakan untuk membuat perubahan</p>	<p>- Guru sangat memanfaatkan hasil evaluasi/asesmen formatif untuk peningkatan kualitas pembelajaran.</p> <p>- Guru sudah membuat rubrik sesuai dengan fungsi dalam kurikulum Merdeka.</p>

	<p>weaknesses or learning difficulties personally.</p> <ul style="list-style-type: none"> Evaluation includes cognitive, affective, and psychomotor aspects, reflecting the principles of holistic assessment. 	<p>langsung pada strategi pembelajaran?</p> <p>4. Bagaimana siswa diberi kesempatan untuk melakukan refleksi diri atau memberikan umpan balik terhadap proses pembelajaran?</p>	<p>Bisa sudah menggunakan hasil evaluasi untuk penela strategi pembelajaran.</p> <p>- Siswa diberi kesempatan untuk merefleksikan pembelajaran.</p>
--	---	---	---

Nama Guru Mata Pelajaran : YUNITA KUSNO

Kelas : VII.1

TTD

: 

Instrumen Pedoman Observasi/Catatan Lapangan

Judul : "Analysis of Teachers' Barriers in Implementing Merdeka Curriculum in Teaching English at UPT SMP Negeri 1 Sabbang Selatan"

Second Teacher, 2.

No	Indikator	Sub Indikator jika ada	Aspek yang diamati	Catatan lapangan
1.	Planning Activities	<ul style="list-style-type: none"> The teachers have teaching module and learning plans that are in line with the principles of the Merdeka Curriculum The lesson plan includes a student-centered approach. The material is prepared in a manner that is relevant to the needs and characteristics of students. There are differentiation strategies designed according to student abilities. 	<ol style="list-style-type: none"> 1. Bagaimana modul ajar mengakomodasi prinsip Merdeka Curriculum (misalnya, pembelajaran berbasis proyek atau berbasis pengalaman) ? 2. Bagaimana guru memahami dan menyesuaikan materi untuk memenuhi kebutuhan siswa, seperti perbedaan kemampuan, minat, dan gaya belajar.? 3. Bagaimana guru menyesuaikan instruksi untuk siswa dengan kemampuan berbeda? 4. Bagaimana nilai-nilai pancasila diintegrasikan dalam praktek pembelajaran sehari-hari, adakah kegiatan yang mengembangkan karakter siswa? 	<p>- Modul agar gayanya lebih olok gun sudah mengabsorpsi materi proyek (Contoh seperti pembelajaran berbasis proyek).</p> <p>- Guru sudah memahami; penguasaan materi dengan kebutuhan siswa, namun belum maksimal.</p> <p>- Guru belum membuat instruksi yang sesuai dengan kebutuhan siswa.</p> <p>- Guru sudah mengabsorpsi nilai-nilai pancasila dalam praktik pembelajaran.</p>

	<p>weaknesses or learning difficulties personally.</p> <ul style="list-style-type: none"> Evaluation includes cognitive, affective, and psychomotor aspects, reflecting the principles of holistic assessment. 	<p>langsung pada strategi pembelajaran.?</p> <p>4. Bagaimana siswa diberi kesempatan untuk melakukan refleksi diri atau memberikan umpan balik terhadap proses pembelajaran.?</p>	<p>Strategi pembelajaran.</p> <p>- Guru memberikan kesempatan kepada siswa untuk melakukan refleksi diri.</p>
--	---	---	---

Nama Guru Mata Pelajaran : Marcella S. P.

Kelas : VII. 4

TTD : [Signature]

Instrumen Pedoman Observasi/Catatan Lapangan

Judul : "Analysis of Teachers' Barriers in Implementing Merdeka Curriculum in Teaching English at UPT SMP Negeri 1 Sabbang Selatan"

The Third Teacher 3.

No	Indikator	Sub Indikator jika ada	Aspek yang diamati	Catatan lapangan
1.	Planning Activities	<ul style="list-style-type: none"> The teachers have teaching module and learning plans that are in line with the principles of the Merdeka Curriculum The lesson plan includes a student-centered approach. The material is prepared in a manner that is relevant to the needs and characteristics of students. There are differentiation strategies designed according to student abilities. 	<ol style="list-style-type: none"> 1. Bagaimana modul ajar mengakomodasi prinsip Merdeka Curriculum (misalnya, pembelajaran berbasis proyek atau berbasis pengalaman)? 2. Bagaimana guru memahami dan menyesuaikan materi untuk memenuhi kebutuhan siswa, seperti perbedaan kemampuan, minat, dan gaya belajar? 3. Bagaimana guru menyesuaikan instruksi untuk siswa dengan kemampuan berbeda? 4. Bagaimana nilai-nilai pancasila diintegrasikan dalam praktek pembelajaran sehari-hari, adakah kegiatan yang mengembangkan karakter siswa? 	<p>Modul ajar yang digunakan oleh guru sudah sesuai dengan P5 dan berbasis pengalaman. ✓</p> <p>Guru belum memanfaatkan 'waktu' pada kegiatan siswa.</p> <p>Guru yang berfokus pada belajar. Menyarankan instruksi sesuai dengan kebutuhan siswa.</p> <p>Guru sudah mengintegrasikan nilai pancasila namun belum maksimal.</p>

2.	Implementing activities	<ul style="list-style-type: none"> Teachers apply varied and interactive learning methods, encouraging student activity. Learning emphasizes collaboration, communication, and the development of critical thinking. Teachers give students the freedom to explore and complete tasks creatively. 	<p>1. Bagaimana siswa berinteraksi dalam diskusi atau kerja kelompok. Se jauh mana siswa berperan aktif dalam kegiatan tersebut (misalnya, frekuensi kontribusi siswa dalam diskusi atau keberagaman peran dalam proyek kelompok)?</p> <p>2. Bagaimana metode ini diterapkan, misalnya apakah siswa diberi kesempatan untuk merancang pembelajaran mereka sendiri atau memilih topik pembelajaran?</p> <p>3. Se jauh mana penggunaan aplikasi interaktif atau platform pembelajaran daring dalam mendukung proses belajar?</p>	<p>Siswa yang aktif dalam pembelajaran. Ada beberapa siswa yang aktif.</p> <p>Siswa bisa membantu pilih untuk memilih topik sendiri. Menawar yang kemungkinan.</p> <p>Guru sudah menggunakan aplikasi smart. B. for, Quizizz. dan Canva.</p>
3.	Evaluating	<ul style="list-style-type: none"> Teachers provide continuous assessments during the learning process. There is constructive and relevant feedback for student development. Teachers identify and follow up on students' 	<p>1. Bagaimana guru menanggapi hasil dari asesmen formatif?</p> <p>2. Apakah penyusunan rubrik atau kriteria penilaian mencakup semua aspek yang diinginkan dalam kurikulum Merdeka (kognitif, afektif, dan psikomotor)?</p> <p>3. Bagaimana hasil evaluasi tersebut digunakan untuk membuat perubahan</p>	<p>Guru sudah mengikuti hasil asesmen formatif.</p> <p>Penyusunan rubrik sudah mencakup aspek kognitif, afektif, dan psikomotor.</p> <p>Guru menggunakan hasil</p>

		<p>weaknesses or learning difficulties personally.</p> <ul style="list-style-type: none"> Evaluation includes cognitive, affective, and psychomotor aspects, reflecting the principles of holistic assessment. 	<p>langsung pada strategi pembelajaran?</p> <p>4. Bagaimana siswa diberi kesempatan untuk melakukan refleksi diri atau memberikan umpan balik terhadap proses pembelajaran?</p>	<p>Walaupun sebagai pembantu pembelajaran.</p> <p>- Guru membuat forum pada akhir untuk morafleksi pembelajaran.</p>
--	--	---	---	--

Nama Guru Mata Pelajaran : Cagaruddin, S.Pd

Kelas : 8.2

TTD : 

APPENDIX 4

DOCUMENTATION



Observation in the first Class (Tuesday, November 5th 2024)



Observation in the second Class (Wednesday, November 6th 2024)



Observation in the first Class (Thursday, November 7th 2024)



Interview with English Teachers on November 5th 2024 –November 7th 202



IAIN PALOPO

TIM UJI PLAGIASI PASCASARJANA INSTITUT AGAMA ISLAM NEGERI PALOPO

Jalan Agatis, Kelurahan Balandai, Kecamatan Bara, Kota Palopo Sulawesi Selatan Kode Pos: 91914

SURAT KETERANGAN

No. 011/UJI-PLAGIASI/1/2025

Yang bertanda tangan di bawah ini:

Nama : Dewi Furwana, S.Pd.I., M.Pd.
NIP/NIDN : 198708312015032006/2031088701
Jabatan : Sekretaris Prodi Tadris Bahasa Inggris/Tim Uji Plagiasi

Menerangkan bahwa naskah tesis berikut ini:

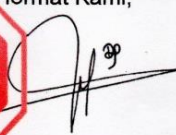
Nama : Wahyusi
NIM : 2305040009
Program Studi : Tadris Bahasa Inggris
Judul : **Analysis Of Teacher Barriers In Implementing Merdeka Curriculum In Teaching English At UPT SMPN 1 Sabbang Selatan.**

Telah melalui pemeriksaan cek plagiasi (turnitin) dengan hasil 17 % dan dinyatakan **telah** memenuhi ketentuan batas maksimal plagiasi untuk diajukan pada proses selanjutnya ($\leq 25\%$).

Demikian surat pernyataan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palopo, 31 Januari 2025
Hormat Kami,




Dewi Furwana, S.Pd.I., M.Pd.
NIP 198708312015032006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
PASCASARJANA

Jl. Agatis Kel. Balandai Kec. Bara Kota Palopo Sulawesi Selatan Pos 91914
Email: pascasarjana@iainpalopo.ac.id Web: pascasarjana.iainpalopo.ac.id

Nomor : B-1107.1/In.19/DP/PP.00.9/11/2024 Palopo, 4 November 2024
Lamp : 1 (satu) Exp. Proposal
Perihal : *Permohonan Izin Penelitian*

Kepada Yth:
Kepala UPT.SMPN 1 Sabbang Selatan

Di-
Kab.Luwu Utara

Assalamu 'Alaikum Wr. Wb

Disampaikan dengan hormat, bersama ini kami mohon kepada Bapak/Ibu kiranya dapat memberi izin bagi mahasiswa yang tersebut di bawah ini:

Nama : Wahyusi
Tempat/Tanggal Lahir : Sukamaju, 18 Juni 1982
NIM : 2305040009
Semester : III (Tiga)
Tahun Akademik : 2024/2025
Alamat : Jl.Benteng Raya Lr.3 RT.002 RW.005
Kel.Benteng Kec.Wara Timur Kota Palopo

untuk mengadakan penelitian Ilmiah dalam rangka penulisan Tesis untuk Program Magister (S-2) dengan Judul Penelitian "**Analysis of the Teacher Barriers in Implementing Merdeka Curriculum in Teaching English at UPT SMPN Sabbang Selatan**".

Sehubungan dengan hal tersebut di atas, dimohon kiranya dapat diizinkan melakukan penelitian guna kelancaran pengumpulan data penelitian tersebut.

Demikian permohonan kami, atas perhatian dan perkenan Bapak dihaturkan terima kasih.

Wassalamu 'Alaikum Wr. Wb.



Direktur
Prof. Dr. Muhaemin, M.A
NIP. 197902032005011006



PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 1 SABBANG SELATAN

Alamat : Desa Dandang, Kec. Sabbang Selatan Kab. Luwu Utara
e-mail: smpn1sabbangselatan@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/137/UPTSMPN.01/SBS.LU/XII/2024

Yang bertanda tangan dibawah ini Kepala UPT SMP Negeri 1 Sabbang Selatan, Kabupaten Luwu Utara menerangkan bahwa :

Nama : WAHYUSI
NIM : 2305040009
Tempat Tanggal Lahir : Sukamaju, 18 Juni 1982
Jenis Kelamin : Perempuan
Program Studi : TBI/Tadris Bahasa Inggris
Fakultas : Institut Agama Islam Negeri Palopo
Tempat Penelitian : UPT SMP Negeri 1 Sabbang Selatan
Waktu Penelitian : 5 November –7 November 2024

Benar telah mengadakan penelitian di kelas

NO	NAMA GURU	HARI/TANGGAL	KELAS	WAKTU
1.	YUNITA KUSNO, S.Pd	Selasa, 5 November 2024	VII.1	08.00 s/d 10.00
2.	MARCE, S.Pd	Rabu, 6 November 2024	VII.4	09.00 s/d 11.00
3.	SAPARUDDIN, S.Pd	Kamis, 7 November 2024	VIII.2	09.00 s/d 11.00

sehubungan penulisan Skripsi yang berjudul “Analysis of the Teachers in Implementing Merdeka Curriculum in Teaching English at UPT SMPN 1 Sabbang Selatan”.

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Dandang, 17 Desember 2024

Kepala SMP Negeri 1 Sabbang Selatan



RYAS VINGSLI, S. Pd, M. Si
06191997022001

CURRICULUM VITAE



Wahyuni, was born on June 18th 1982 in Sukamaju. She is the second child from six siblings of her parents. Her father's name is Sarjiono and her mother's name is Marini. She began her study in Elementary School at SDN 402 Balete in 1989, she has graduated her Elementary school in 1995. At the same time she continued her study in Junior High School at SMPN 1 Sukamaju and she has graduated in 1998. Then continued her study in Senior High School and graduated in 2001. And she graduated her bachelor degree in 2006.

She became a civil servant in 2008. She is a teacher in Junior High School at UPT SMPN 2 Satap Sabbang Selatan Luwu Utara Regency. Beside that she is Penggerak Teacher batch five. And now she continues her study in Magister at IAIN Palopo.