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**AN ANALYSIS ON THE IMPLEMENTATION OF THE *MERDEKA*  
*BELAJAR* CURRICULUM BY THE ENGLISH TEACHER AT  
TENTH GRADE AT SMKN 1 JAMBI CITY**

**THESIS**



**NUR AIDA**

**NIM 205180096**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
THE STATE ISLAMIC UNIVERSITY SULTHAN THAHA  
SAIFUDDIN JAMBI  
2022**

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*BELAJAR* CURRICULUM BY THE ENGLISH TEACHER AT  
TENTH GRADE AT SMKN 1 JAMBI CITY**

**THESIS**

*Submitted as Partial Fulfillment of Requirements to acquire  
Undergrade (SI) Degree at English Education Program  
Faculty of Tarbiyah and Teacher Training of State Islamic  
University of Sulthan Thaha Saifuddin Jambi*



**NUR AIDA  
NIM 205180096**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
THE STATE ISLAMIC UNIVERSITY SULTHAN THAHA  
SAIFUDDIN JAMBI  
2022**



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Jambi, October 2022

Advisor I



Amalia Nurhasanah, M.Hum

NIP. 198401122012007



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Jambi, October 2022

Advisor II

Hilma Suryani, M.Pd

NIP.198612262015032005



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Telp/Fax : (0741) 583183 - 584118 website : [www.iainjambi.ac.id](http://www.iainjambi.ac.id)

**THESIS APPROVAL/ FINAL TASK**

The Thesis entitle “An Analysis On The Implementation Of The *Merdeka Belajar* Curriculum By The English Teacher At Tenth Grade At Smkn 1 Jambi City” has been thesis defense by Education and Teacher Training Faculty (FTK) UIN STS Jambi on:

Day : Friday  
Date : November 18<sup>st</sup>, 2022  
Time : 09.30-11.00 WIB  
Name : Nur Aida  
Place : Ruang Sidang Munaqasah FTK (Ex PBA)  
Students' Number : 205180096  
Tittle : “An Analysis On The Implementation Of The *Merdeka Belajar* Curriculum By The English Teacher At Tenth Grade At Smkn 1 Jambi City”

Has been approved as the result of thesis efense above and has beenaccepted as part of the thesis endorsement requirement

| No | Name   | Signature | Date         |
|----|--|-----------|--------------|
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| 2  | Desti Anggraini, M.Pd<br>NIDN. 2031128901<br>(Secretary)                 |           | 25/11 - 2022 |
| 3  | Netti Zurnelli M.Pd<br>NIP.1971072222007012002<br>(Examiner I)           |           | 08/12 - 2022 |
| 4  | Arya Wira Pratama, M.Pd<br>NIDN. 2015119401<br>(Examiner II)             |           | 12/12 - 2022 |
| 5  | Amalia Nurhasanah, S.Pd, M.Hum<br>NIP. 198401122011012007<br>(Advisor I) |           | 20/11 - 2022 |
| 6  | Hilma Suryani, M.Pd<br>NIP. 198612262015032005<br>(Advisor II)           |           | 20/11 - 2022 |

Dean

Education and Teacher Training Faculty and State Islamic University of Sulthan Thaha Saifuddin Jambi



**Dr. H. Fadlilah, M.Pd**  
NIP. 196707111992032004



## STATEMENT OF THE ORIGINALITY OF THE THESIS

I, the undersigned below :  
Name : Nur Aida  
ID : 205180096  
Place/Date of Birth : Tanah Garo September 30, 1999  
Concentration : English tadaris  
Address : DS. Tanah Garo RT/RW 001/-

I hereby declare that the thesis entitled "Analysis of the Implementation of the *Merdeka Belajar* Curriculum by an English Teacher in class X SMK Negeri 1 Jambi city" is my original work, except for the quotations whose sources have been mentioned in accordance with applicable regulations. If later it turns out that this is not true, then I am fully responsible in accordance with applicable law in Indonesia and the provisions at the Tarbiyah faculty of the University of Sulthan Thaha Saifuddin Jambi, including the revocation of the degree I obtained through this thesis.

Thus this statement letter I made in truth to be used as necessary.

Jambi, October 2022

Peneliti,



Nur Aida

205180096

## DEDICATION

By praising Allah SWT, the Most Gracious, the Most Merciful, who has granted researchers mercy and guidance, health and abilities so that this thesis might be finished. Prayers for the Prophet Muhammad SAW, whose advent radically altered the course of history.

I dedicate this thesis in particular to: My parents and my dearly loved family. My father Ahmad Darwis and my mother Nur Aina, I am grateful for your unflinching love, counsel, support, and prayers that have enabled me to complete this work. And Asdarina Rekawati, S.IP, my elder sister. He is a terrific man who constantly serves as a reminder for me to complete this thesis as soon as feasible. My sister Arila Usmaya, who never fails to remind me of anything.

Then, I would like to say thank you to my dear future husband Muhammad Riza Agustio for always being there for me, whether I was happy or sad, for guiding, encouraging, and motivating me.

And Thanks to the friends in the Xtra Sweetie group, I am very lucky to know all of you. you are my good friends and always give support and motivation. Then, thank you to my big family who always give me strength, advice, and motivation.

And for all parties who always provide assistance and support that I cannot mention one by one wherever you are. May Allah Subhanahu Wa Ta'ala bless us. Aamiiiiiiin.

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## MOTTO

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِهِمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ  
رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ «النحل : ١٢٥»

"(O Prophet Muhammad SAW) Call (all humans) to the path (shown by) your Lord, your Sustainer with wisdom (with wise words according to their level of intelligence) and good teaching and cushion them in the best way. Verily, your Lord is your guardian, He is the one who knows best (of those who have strayed from His path, and He who knows best those who are guided" (Surah An-Nahl: 125)

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Serulah (manusia) kepada jalan Tuhan-mu dengan hikmah dan pelajaran yang baik dan bantahlah mereka dengan cara yang baik. Sesungguhnya Tuhanmu Dialah yang lebih mengetahui tentang siapa yang tersesat dari jalan-Nya dan Dialah yang lebih mengetahui orang-orang yang mendapat petunjuk. (Alquran surat an Nahl ayat 125).

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## ACNOWLEDGMENT

Alhamdulillah, praise and gratitude we pray to Allah SWT who has given strength and guidance to the author, so that this thesis can be completed. Sholawat and greetings may be bestowed on Prophet Muhammad SAW, his family, relatives and all his followers. This thesis was written to fulfill one of the requirements for obtaining a bachelor's degree (S1) in the English Education Study Program, Faculty of Tarbiyah and Teacher Training. Sulthan Thaha Saifuddin State Islamic University Jambi. The researcher realizes that this thesis would not have been completed without the help, advice and guidance of many parties. Therefore, on this occasion the researcher would like to express his gratitude and appreciation to the following and their contributions:

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2. Dr. Hj. Fadlilah, M.Pd as Dean of the Faculty of Tarbiyah and Teacher Training at the State Islamic University of Sulthan Thaha Saifuddin Jambi.
3. Prof. Dr. Risnita M.Pd as Deputy Dean of the Faculty of Tarbiyah and Teacher Training at the State Islamic University of Sulthan Thaha Saifuddin Jambi
4. Wahyuni Fitria. M.Pd and Edi Rozal, M.Pd as the Chair and Secretary of the English Education Study Program.
5. Amalia Nurhasanah, S.Pd. M. Hum, as my first mentor and Hilma Suryani M.Pd as my second supervisor, thank you very much for your guidance and time.
6. SMK Negeri 1 Jambi city which has provided facilities for me to get data at school.
7. My beloved parents and my family who always support and pray for me, thank you very much.
8. All my college friends in English Education Study Program to teach me knowledge and provide C great experience.

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9. All my beloved friends and all students in class A English Education Study Program 2018 who have supported me.

Finally, may Allah SWT be pleased to repay all the kindness and charity of all those who have helped. I hope this thesis is useful for the development of science.

Jambi, October 2022

Peneliti,



**Nur Aida**

**205180096**

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## ABSTRACT

Name : Nur Aida  
name : 205180096  
Department : English Language School  
Title : Analysis of the Implementation of the *Merdeka Belajar* Curriculum by an English Teacher in class X SMK Negeri 1 Jambi city

The purpose of this study was to elaguratethe implementation of the *Merdeka Belajar* Curriculum by English teachers in class X SMK Negeri 1 Jambi city. The approach used in this research is a qualitative approach using case studies. in the process of collecting data the author uses observation, interviews, and documentation. The subjects of this study were three English teachers, and the students who had implemented the *Merdeka Belajar* Curriculum , as well as the Principal of SMK Negeri 1 Jambi City. The findings of this study indicate that the implementation of the *Merdeka Belajar* Curriculum by English teachers in class X SMK Negeri 1 Jambi is good from the lesson plan aspect. This is based on the finding during of observations in the classroom, were in was found that the learning module was good.

**Keywords:** *Merdeka Belajar* Curriculum , Teaching English, Lesson Plan.

## ABSTRAK

Nama : Nur Aida  
nama : 205180096  
Jurusan : Sekolah Bahasa Inggris  
Judul : Analisis Penerapan Kurikulum Pembelajaran Mandiri Oleh Guru Bahasa Inggris Pada Siswa Kelas X SMK Negeri 1 Kota Jambi

Tujuan penelitian ini adalah untuk menjelaskan implementasi Merdeka Belajar Curriculum oleh guru bahasa Inggris pada siswa kelas X SMK Negeri 1 kota Jambi. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kualitatif dengan menggunakan studi kasus. dalam proses pengumpulan data penulis menggunakan observasi, wawancara, dan dokumentasi. Subjek penelitian ini adalah tiga orang guru bahasa Inggris, dan siswa kelas X yang telah menerapkan kurikulum Merdeka Learning, serta Kepala SMK Negeri 1 Kota Jambi. Temuan penelitian ini menunjukkan bahwa penerapan Kurikulum Pembelajaran Mandiri oleh guru bahasa Inggris di kelas X SMK Negeri 1 Jambi sudah baik dari aspek RPP. Hal ini berdasarkan temuan selama observasi kelas, ditemukan bahwa modul pembelajaran sudah baik.

**Kata Kunci: Kurikulum Pembelajaran Mandiri, Pengajaran Bahasa Inggris, RPP.**

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## CHAPTER I INTRODUCTION

In this chapter, the researcher will explain about the background of the research, the focus of the study of the problem, the formulation of the problem, the purpose of the research and the significance of the research.

### A. Background

The curriculum is the most important part in the world of education which contains an outline for achieving good learning. Afrianto (2017: 2) states that the curriculum is designed as well as possible so that it can adapt to the cultural, socio-economic and regional backgrounds of each school. The current curriculum focuses on essential materials and developing student character and competence, so there must be development of textbooks and teaching materials as well as the creative needs of teachers. The curriculum change then gave rise to several arguments from both teachers and students. This is reasonable because as stated by Hamied (2014) that debates about curriculum development and implementation have existed in this country since educational activities began long before independence in 1945. This new curriculum requires teachers to make changes in their teaching practices. These changes can be seen from the RPP they made. This RPP must be in line with the curriculum, especially what is contained in the syllabus which is currently called the teaching module.

According to Ashar and Irmawati, 2016:23. In teaching English, lesson plans must meet the requirements as stated in the syllabus and regulations from the Ministry of Education. Due to changes in the national curriculum policy, teachers must use appropriate materials, strategies and teaching methods in the classroom. English teaching materials must be taught in a context where the use of English is illustrated and interpreted in relation to the context in which it is used. This is in line with the objectives of the Free Learning Curriculum where teachers must develop their own teaching materials, then develop these teaching materials according to the needs of students and the environmental situation, identify the need to develop lesson plans and teaching materials (Nurfarhati, 2019: 8).

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From the explanation above, it can be said that Rpp or what is better known today as the Teaching Module is one of a series of activities that are important in achieving the success of the learning process and the formation of student competence. As educators and students in learning activities using facilities and infrastructure, existing education will be able to achieve the goals set in the world of education.

Jambi City Vocational High School 1 is one of the state vocational high schools that implements the Free Learning Curriculum program and is one of the best schools in Jambi city and has even become a center of excellence (PK) school in Jambi city. In accordance with the public test material for the Free Learning Curriculum, the Free Learning Curriculum implemented at the SMA/SMK level is intended for class X first. The implementation of the Independent Learning Curriculum at SMKN 1 Jambi City has been running for 5 months.

In the preliminary observations that have been made by researchers it is known that learning using the Free Learning Curriculum can be carried out well, even though there are several obstacles faced by the teacher. Some teachers say that the Free Learning Curriculum is easy to implement, better and more effective to use, but there are teachers who say that the Free Learning Curriculum is not suitable when applied to certain subjects. Like project-based learning, discovery learning methods. In addition, the teacher also revealed that the teacher's understanding of the nature of the Independent Learning Curriculum is still lacking so that its application in class is not optimal. Socialization and training have not been optimal or running well so that teachers only apply the Free Learning Curriculum according to what they know. So it can be seen that the implementation of the Free Learning Curriculum has not been optimal, because the teacher as an important actor in the learning process has not fully understood the Free Learning Curriculum to its full potential. Researchers also found that the obstacles faced by teachers in implementing the Independent Learning Curriculum were difficulties in determining the right method, lack of time, facilities to support the learning process and the difficulty of evaluating students because there were many aspects that needed attention. improved. English

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teachers and students are still unable to optimally achieve learning objectives that are developed based on learning outcomes in the Independent Learning Curriculum.

In connection with all the problems that have been stated above, this study aims to identify the teacher's perspective on the Independent Learning curriculum. This needs to be studied in terms of general concepts and lesson plan formats. Thus, these findings will become important information for schools and the government regarding the implementation of the Free Learning curriculum and teacher perceptions, including the obstacles to implementing the current curriculum. Therefore, this study aims to describe "The independent learning curriculum which will be reviewed from the concept of the curriculum. Then, this study also aims to determine the teacher's view of the Independent Curriculum through learning.

Rpp Teaching Module. This study also analyzes essential material and character development and student competence. The reason for choosing this topic is because the curriculum in Indonesia has undergone several changes which have raised many questions for the public, especially the world of education. The curriculum should not cause problems, but must be one of the solutions in overcoming various problems that arise during the learning process.

If the problem is not resolved, it can be said that this curriculum has failed to realize its vision and mission. Based on the background above, this is what prompted the writer to study and research, so the writer chose the theme: "Analysis of the Implementation of Independent Learning Curriculum by Class X English Teachers at SMKN 1 Jambi City".

## B. Limits

Like many qualitative studies, this study has limitations. This study focuses on the Analysis of the Implementation of the *Merdeka Belajar* Curriculum by English Teachers in Class X SMKN 1 Jambi City in the 2022/2023 Academic Year. The implementation of the *Merdeka Belajar* Curriculum by English teachers discussed in this study is divided into three aspects, namely; planning, process, and evaluation. In this study, planning means

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the stages of the teacher in providing everything contained in the lesson plans such as materials and media. In addition, this study also shows obstacles from the implementation aspect as a result of the research.

### C. Problem Formulation

Based on the description of the research above, the researcher wants to ask research questions. The problems discussed in this study can be stated as follows:

1. How is the implementation of the *Merdeka Belajar* Curriculum by the English teacher in class x SMKN 1 Jambi City?
2. What are the obstacles experienced by teachers in implementing the *Merdeka Belajar* Curriculum at SMKN 1 Jambi City?

### D. Objectives

The research objectives are as follows:

1. To find out how the implementation of the *Merdeka Belajar* Curriculum by English teachers in class x SMKN 1 Jambi City through RPP/teaching modules
2. To describe the various obstacles experienced by English language teachers in implementing the *Merdeka Belajar* Curriculum at SMKN 1 Jambi City.

### E. Significance of Research

Since the researchers decided to conduct research with the theme "Analysis of the Implementation of the *Merdeka Belajar* Curriculum by English Teachers in Class X SMKN 1 Jambi City".

1. This research is useful for researchers in developing their knowledge about the actual implementation of the latest curriculum in Indonesia, namely the *Merdeka Belajar* Curriculum.
2. The school will take appropriate follow-up on the implementation of the curriculum that will be used to make the teaching and learning process a success.
3. Through this learning, English teachers will be better able to apply the right method in their teaching and learning process depending on the material in the *Merdeka Belajar* Curriculum.

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4. Learners can achieve difficult material in the teaching and learning process in accordance with the objectives of the *Merdeka Belajar* Curriculum.
5. By reading this thesis, readers will get more information about the reasons for changing the curriculum and implementing the *Merdeka Belajar* Curriculum.

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## CHAPTER II LITERATURE REVIEW

In this chapter, the researcher will explain about the curriculum, curriculum development in Indonesia, the *Merdeka Belajar* Curriculum and related studies.

### A. Curriculum

The term curriculum comes from the words *curir* (runner) and *curare* (place to compete) and was originally used in the world of sports. At that time, the curriculum was defined as the distance a runner had to travel from start to finish to get a prize. In applying in the world of education, there are several subjects that must be taken by a student from start to finish following a study program to get an award.

Curriculum is a set of learning plan systems and learning materials that can be used as guidelines in teaching and learning activities. The heart of the curriculum is the lesson plan. Therefore, all parties involved and directly related to the function of this curriculum must be able to understand it.

Sastri (2018: 6) sees the curriculum as all activities provided to students by the school. Similar opinions and strengthened understanding were expressed by Saylor, Alexander, and Lewis who considered the curriculum as all the school's efforts to influence student learning, both inside the classroom, on the school grounds, and outside the classroom (Sanitah, 2017: 33).

According to Sahiruddin (2013:4) curriculum is a way of preparing students for their future in a new industrial society. He influenced the curriculum by showing how classical lessons should be replaced by subjects that fit social needs. There are several definitions of Curriculum, first, the curriculum contains content and subject matter. Anwar (2015: 9) states first, that the curriculum is a number of subjects that must be taken and studied by students to gain knowledge. Second, the curriculum as a lesson plan. Curriculum is an educational program provided to educate students. Third, the curriculum as a learning experience. The old view or often called the traditional view formulates that the curriculum is a

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subject that must be taken by students to pursue diploma education. According to Poerwati and Sofan (2013: 3) curriculum is defined as all subjects. Based on the explanation above, it can be concluded that the curriculum is a learning plan that consists of two main dimensions, namely vision and structure.

The vision and mission in the curriculum are the result of a series of thoughts about humans and the world globally and are in the form of several conceptualizations of reality. Structure in the curriculum is the basic organization for translating the visionary aspects of the plan into experiences for students. Curriculum Function Like some of the definitions or definitions of curriculum that have been described previously, basically the curriculum has a function as a guide or reference. Nurlisa (2019: 4) says that the function of the curriculum varies according to each party, such as teachers, students, principals, supervisors, parents, and the community. For teachers, the curriculum should be a guide in carrying out the learning process. For students, the curriculum serves as a learning guide. For school principals and supervisors, the curriculum serves as a guideline for supervising. For parents, the curriculum serves as a guide in guiding children to study at home. As for the community, the curriculum serves as a guideline to provide assistance for the implementation of the educational process in schools.

According to the MKDP Team (2012) there are 6 curriculum functions, namely:

- a) Adaptive or Adaptive Function Curriculum as an educational tool functions so that individuals have good adaptability to the environment as a whole, both the physical environment and the social environment. This is because the environment is dynamic so that it requires individuals who live in that environment to adapt dynamically as well.
- b) Integration Function Individuals are part of society, so that each individual must have the ability to integrate with society. The curriculum functions as an educational tool to educate humans to become complete and integrated individuals.
- c) Differentiating Function Every individual has differences in all aspects. This function implies that the curriculum as an educational tool must be able to provide services to the differences that exist between everyone in society.

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d) Propedeutic Function The function of the curriculum is to prepare students for higher education and preparation for life in society.

e) Selective Function This function is closely related to the differentiation function. Recognition of the differences that exist in individuals makes them also have the opportunity to choose what they like and are interested in. Therefore, the curriculum must be flexible.

f) Diagnostic Function As an educational tool, the curriculum serves to help students understand their potential and weaknesses. This is useful for students to develop their potential and improve their weaknesses. This will guide students to be able to develop optimally.

## **B. Merdeka Belajar Curriculum**

### **1. Understanding the *Merdeka Belajar***

#### 1. Understanding Freedom of Learning

The Free Learning Curriculum is an integrated curriculum as an understanding which is said to be a learning system or approach that involves several sciences to provide meaningful and broad experiences to students. It is said to be meaningful because in an integrated concept curriculum, students will understand the concepts they will learn in full and real.

What is a Learning Recovery Policy? The implementation of the curriculum by educational units must pay attention to the achievement of the competence of students in educational units under special conditions. The Covid-19 pandemic period was a special condition that caused learning loss which varied in the achievement of student competencies. To overcome learning loss, a learning recovery policy is needed within a certain time related to the implementation of the curriculum by educational units. The application of the curriculum by educational units can use a curriculum that fits the learning needs of students and must pay attention to the competency achievements of students in educational units in the recovery of the learning process. So educational units are given choices in implementing a curriculum that fits the learning needs of students. The three curriculum options are the 2013 Curriculum, Emergency



Curriculum a (i.e. the 2013 Curriculum simplified by the Ministry of Education and Culture), and the Independent Curriculum.

What is meant by Independent Curriculum? The Independent Curriculum is a curriculum with various intra-curricular learning whose contents will be more optimal so that students have sufficient time to explore concepts and strengthen competence. Teachers have the flexibility to choose a variety of teaching tools so that learning can be adapted to the learning needs and interests of students. Projects to strengthen the achievement of Pancasila student profiles are developed based on certain themes set by the government. The project is not directed to achieve certain learning achievement targets, so it is not tied to the content of the subject.

Isn't this change too fast? The impression is like "Change Minister Change Curriculum". We need to understand the two differences before talking about curriculum change, namely between the national curriculum framework and the education unit level curriculum. The national curriculum is a curriculum set by the government as a reference for teachers to develop a curriculum at the education unit level. Meanwhile, the education unit level curriculum is a curriculum that should be periodically evaluated and improved to suit changes in the characteristics of students and the development of contemporary issues.

The national curriculum framework must provide space for innovation and independence, so that each educational unit can develop it better. In essence, the national curriculum framework must be relatively stable, not change quickly, but allow for rapid adaptation and change at the school level. This is what the Ministry of Education and Culture has done by designing an Independent Curriculum. In fact, the pace of change in our national curriculum is actually not too fast, it's even slowing down. If we pay attention, since the promulgation of Law no. 20 of 2003 concerning the National Education System, the pace of curriculum change has slowed down from the 2004 KBK, 2006 KTSP, and finally the 2013 Curriculum (K-13) in 2013.

The new Independent Curriculum will become the national curriculum in 2024. In other words, the next changes will only occur after the previous

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curriculum (K-13) has been running for 11 years and has been approved by at least four education ministers. So, this fact breaks the adage "Change Minister, Change Curriculum".

What is the shape of the curriculum structure with the implementation of the Independent Curriculum? The curriculum consists of intracurricular activities, projects to strengthen the profile of Pancasila students, and extracurriculars. The allocation of study hours in the curriculum structure is written in total in one year and is supplemented by a proposed study hour allocation if submitted on a regular/weekly basis. In addition, there are adjustments to subject settings which are explained in detail in the question and answer list for each level.

Free Learning Curriculum is an integrated curriculum as a concept that can be said as a learning system or approach that involves several disciplines to provide meaningful and broad experiences to students. It is said to be meaningful because in an integrated concept curriculum, students will understand the concepts they will learn as a whole and realistically.

The Merdeka Learning curriculum focuses on character education, especially at the elementary school level which will be the basis for the next level. Through the implementation of the Free Learning Curriculum based on lessons, activities, and experiences possessed by students both inside and outside the classroom. Independent Learning Curriculum is the material used to prepare students to face the challenges of the future. this will provide space for students to explore and maximize their potential. The independent learning curriculum is based on the goals of the National Education System and National Education Standards. In addition, it is also based on the development of the student profile of Pancasila students.

In terms of character and competence, we hope that this nation and society will have added value and selling points that can be offered to other nations in the world. It is possible that the implementation of the Independent Learning Curriculum can actually produce human beings with character, productive, creative, and innovative (Mulyasa, 2013: 22).

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## 2. Characteristics of the *Merdeka Belajar* Curriculum

### 1) Project and Characte

Based Learning focuses more on acquiring knowledge through practicum or experiments. The term "learn by doing". So students do not just memorize a concept, but are involved in observing a phenomenon about a concept. This learning will make children learn meaningful. Learning models that are often used will be discovery-based or solutions such as Inquiry, Problem Based Learning (PBL), Project Based Learning (PjBL), Discovery Learning (DL).

Implementation of experiments and making projects will hone students' soft skills such as communication skills, collaboration, leadership, critical thinking, and time management. The planting of Pancasila student profile characters occurs implicitly. Including in the learning process. Of course, being proficient in various things without being balanced with the right attitude will not provide benefits to the general public. It is expected that students behave in accordance with the values of Pancasila, with six main characteristics have faith, fear God, and have noble character, Global diversity, working together, Independent, Critical Reasoning Creative.

Students have the opportunity to study important issues such as sustainable lifestyles, tolerance, mental health, culture, entrepreneurship, technology, and democratic living. Later, students will be trained to take real action in response to these issues.

### 2) Focus on Essential Material

All subject matter is important to learn. However, the study time available in schools is very limited. So it would be better if we focus on the most useful essential material. Students will have sufficient time to explore basic competencies such as literacy and numeracy.

1. Literacy is the ability to analyze reading and understand the concepts behind writing
2. Numeration is the ability to analyze using numbers these two competencies will often be used by students in everyday life, regardless of their profession in the future. There are fewer

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teaching materials listed in the independent curriculum but the discussion is in-depth. Of course it's better like this than learning a lot of things but it's easy to forget because you don't have much depth. In each teaching material there are essential questions that will actually guide students to know the things that will be studied. The question is expected to be answered by students according to their learning experience.

### 3) Flexibility for Teachers and Students

Teachers can carry out differentiated learning according to the abilities of each student. Of course, every child's abilities are different. The teacher's task is to assess the students' initial competence and facilitate it. If the majority of students have a kinesthetic learning style, then learning is dominated by demonstrations or experiments. If there are students who have less ability, the teacher can ask other students to become peer tutors. At the high school level, students can choose the subjects they are interested in.

The subjects chosen are related to their goals. For example, there are students who want to become Civil Engineering then he will choose Physics and Mathematics subjects.

Mulyasa (2013) identified the characteristics of the Merdeka Belajar Curriculum according to which there are five characteristics in the Merdeka Belajar Curricula, namely utilizing overall learning resources, field experience, individual personal learning strategies, ease of learning, and complete learning. Furthermore, these five things can be explained as follows:

- a) Utilizing learning resources thoroughly In the competency and character-based Merdeka Belajar Curriculum it is hoped that the teacher will no longer act as the main actor/actress in the learning process so that learning can be carried out by utilizing art, learning resources. In utilizing learning resources, students need mental readiness and willingness, as well as the ability to explore the arts, learning resources that exist and may not exist.

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- b) Field Experience Independent Curriculum Experience Competency and character-based learning emphasizes more on field experience to familiarize the relationship between teachers and students. This is expected to make it easier for teachers to follow developments that occur while students are participating in learning.
- c) Individual personal learning strategies The Merdeka Belajar Curriculum seeks individual personal learning strategies, because this context is not only individualization in learning to meet students' cognitive needs, but includes responses to personal feelings and students' psychological growth needs.
- d) Ease of learning Ease of learning in the Independent Curriculum Competency and character-based learning is provided through a combination of individual personal learning with field experience and team teaching
- e) Complete learning Complete learning is a learning strategy that can be applied in the classroom and it is assumed that under the right conditions, all students will be able to learn well and obtain maximum learning outcomes for all the material they study. Complete learning strategies can be fully implemented as an effort to improve the quality of education, especially at the micro level, namely developing individuals in the learning process in the classroom. From these various explanations, researchers can assume that the characteristics of the Merdeka Belajar Curriculum are the development of spiritual and social attitudes, curiosity, creativity, collaboration with students' intellectual and psychomotor abilities through the use of all learning resources, field experiences, and individuals. personality. learning strategies, ease of learning and complete learning obtained by students in schools and communities, so that later students can apply them in schools and communities in various situations that occur.



## C. Learning Process

### 1. Understanding the Learning Process

According to Mitra and Purnawarman (2019:2) the learning process is a process in which there are interaction activities between students and teachers and reciprocal communication that takes place in educational situations to achieve learning objectives. Meanwhile, according to Abdul Majid in Eausabia Floreza. W (2014), the teaching and learning process is a teaching and learning process, where good teachers are required to be able to carry out the teaching and learning process well and achieve teaching goals as planned.

From some understanding of the process above, it can be concluded that the learning process is a series of activities carried out by teachers as educators and students as students in teaching activities that influence each other to achieve the learning objectives that have been formulated.

### 2. Components of the Learning

Process The learning process cannot be separated from the components in it, according to Muhammad Fathurrohman (2015), the components of the learning process are Students, Learning objectives, Teacher Learning objectives, Material/content, Method, Media, evaluation

### 3. Learning Characteristics

*Merdeka Belajar* Curriculum According to the Minister of Education and Culture Number 65 of 2022 concerning Standards for Primary and Secondary Education in Jaedun and Hariyanto (2014: 213), the *Merdeka Belajar* Curriculum has different characteristics of learning implementation from the implementation of learning in the 2006 curriculum. Based on the results of the analysis of learning conditions as expected, there are 14 main characteristics of learning which are:

Need to be applied by teachers in learning in the *Merdeka Belajar* Curriculum , which includes:

- a) From students, students are asked to find out.
- b) From the teacher as the only source of learning to learning based on various sources.

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- c) From the textual approach to the strengthening process using a scientific approach.
- d) From content-based learning to competency-based learning.
- e) From partial learning to integrated learning, Lesson Study in the implementation of the *Merdeka Belajar* Curriculum is an integrated system component.
- f) From learning that emphasizes single answers to learning with multidimensional truth answers.
- g) From learning verbalism to applied skills.
- h) Improvement and balance between physical abilities (hard skills) and mental skills (soft skills).
- i) Learning that prioritizes culture and empowers students who apply values by setting an example (ing ngarso sung tulodo), building the will of ing madyo mangun karso), and developing students' creativity in the learning process (tut wuri handayani).
- j) Learning takes place at home, at school, and in the community.
- k) Learning applies the principle that anyone is a teacher, anyone is a student, and everywhere is a class.
- l) Utilization of information and communication (ICT) to improve the efficiency and effectiveness of learning.
- m) Recognition of students' individual differences and cultural backgrounds

#### **D. Implementation of the *Merdeka Belajar* Curriculum**

The curriculum applies teaching messages that have a set of competencies according to the characteristics and abilities of each student. E. Mulyasa (2013) states that curriculum implementation is the actualization of a learning-based curriculum and the formation of student competencies and character.

From the above definition, it can be concluded that curriculum implementation is the application of ideas, concepts, and policies from the curriculum. Implementation of the curriculum will lead to lessons, namely how to

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make the contents of the curriculum can be mastered by students correctly and optimally.

The application of the *Merdeka Belajar* Curriculum in learning activities in schools by teachers is carried out in three dimensions, namely learning planning, teaching and learning processes, and learning evaluation.

### 1. Lesson Planning

According to Gunawan (2017:72) learning planning is translation, enrichment and curriculum development. In addition to referring to the demands of the curriculum, learning planning must also consider the situation and conditions as well as the potential that exists in each school. Every teacher involved in learning planning activities must know the principles of lesson planning. As stated by Fitriani (2018: 51), which regulates what the teacher will do. when and how to do it in the implementation of learning, then limiting targets based on certain instructional goals and arranging work implementation to achieve maximum results. generated through the process of determining learning targets. Then, to develop alternatives in accordance with the learning strategy. In addition, teachers are also required to collect and analyze important information to support learning activities so that they can develop and communicate plans and decisions related to learning to interested parties.

Based on the description above, it can be concluded that in compiling lesson plans, students must be able to optimally develop various abilities possessed by students, have clear and regular goals and be able to provide an overview of the material needed to achieve the learning objectives that have been set. has been established, taking into account the established principles. Learning planning in the *Merdeka Belajar* Curriculum is designed in the form of a syllabus and lesson plan (RPP) which refers to standard tracking and is adapted to the learning approach used.

### 2. Teaching and Learning

Process According to Ekawati (2016:3) the implementation of learning is a process that is structured in such a way according to certain steps so that its

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implementation achieves the expected results. Meanwhile, according to Syaiful Bahri and Azwan Zain (2010) the implementation of learning is a value education activity, the value of education colors the interactions that occur between teachers and students. The interaction of educational values because the implementation of learning is directed to achieve certain goals that are formulated before the implementation of learning begins.

That the implementation of learning is an activity that has been planned in such a way that there is integration between teachers and students to achieve certain goals in teaching and learning activities. Regulation of the Minister of Education and Culture concerning the Standards of the Elementary, Middle, and High School Education Process in Ashar and Irmawati. (2016: 54) explains that the lesson consists of the requirements for implementing the learning process which includes:

**a. allocation**

Of time for face-to-face lessons, textbooks, and class management, and lessons consisting of preliminary activities, core activities and closing activities. Preliminary Activities Preliminary activities in learning meetings aim to motivate and focus students' attention to actively participate in the learning process. Based on the mandate of the *Merdeka Belajar* Curriculum, in the preliminary activity the teacher prepares students psychologically and physically to follow the learning process, then the teacher motivates students contextually according to the benefits and applications of teaching materials in everyday life by providing local, national and international examples and comparisons. . After that, the teacher asks questions that relate the initial knowledge to the material to be studied, explains the learning objectives or basic competencies to be achieved and conveys the scope of the explanation material for 15 activity descriptions according to Herry's syllabus. Q: 2014).

In the successful implementation of the *Merdeka Belajar* Curriculum, competency and character-based preliminary activities according to E Mulyasa (2013) include:

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1) Fostering familiarity, aims to condition students to be ready for learning activities.

2) Pretest (initial test), serves to prepare students in the learning process, then to to elagurate the level of student progress in relation to the learning process carried out, in addition to knowing the initial abilities students have about teaching materials that will be topics in the learning process.

#### **b. Core activities**

That is the stage of delivering the lesson. This stage is the stage of carrying out the duties of a teacher in channeling his knowledge so that the goals to be achieved can be achieved. Lengkanawati (2017: 213) said that this activity must be carried out by teachers in an interactive, inspiring, fun, challenging, motivating way, so that students can become information seekers, and can provide adequate opportunities for initiative, creativity and independence according to talents, interests, and psychological development of students. In the formation of character and competence, it is necessary to strive for optimal student involvement so that students and teachers can exchange information about the topics discussed, reach and agree on similarities, harmony and alignment of thoughts to be studied. In this core activity, the teacher uses models, methods, media, and learning resources that are adapted to the characteristics of the teacher and subject. The implementation of learning consists of five basic learning experiences that students must experience, namely: observing, asking questions, gathering information, associating, and communicating (Nurfajriah, 2013: 42).

- a. Observation In observation activities, the teacher opens wide and varied opportunities for students to make observations through activities such as: seeing. Hear, hear, and read. The teacher facilitates students to make observations, train and then pay attention (see, read, hear) important things on the object.



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a) Apply

The questions here are related to questions from the concrete object of observation to the abstract in the form of facts, concepts, procedures, or other things that are more abstract

b) Collecting and linking information

Follow-up activities such as digging and collecting information from various sources in various ways. This much information will now be used as the basis for further information processing activities so that in the end students will find relationships between information, find patterns of information linkages and even draw conclusions. of the patterns found.

c) Communication

The last activity in the core activity is writing or telling about what is found in the pattern finding activity, the results are presented in class and assessed by the teacher as the results of students or groups of students.

### 3. Learning Evaluation

According to Mary Lee Smith & Glass Gene quoted by Muhammad Fathurrohman (2015:20), Evaluation is also defined as the process of providing information to make evaluation decisions which is also defined as the process of determining value judgments based on events about a program or product. Evaluation is defined as the process of determining the suitability of products, objectives, procedures, programs, approaches and functions. The keywords to understand evaluation are process, judgment and value. So evaluation is a process carried out on an activity (Fathurrohman, 2015:21).

The Minister of Education and Culture Regulation Number 65 of 2013 concerning Basic and Secondary Education Standards explains that the assessment of the learning process with an authentic assessment approach assesses student readiness, processes, and overall learning outcomes. The integration of the three assessment components will describe the capacity, style, and mastery of students or even be able to



produce instructional impacts and the impact of learning companions. Then the authentic assessment results are also used by teachers to plan remedial, enrichment, or counseling services. Then it is used as material to improve the learning process in accordance with educational assessment standards.

### E. Related Studies

There are several researchers who have been carried out by several researchers who are relevant to the study.

First, Pertiwi, (2021) entitled “High School English Teacher Method” Vocational to the "Free Learning" Curriculum. This study aims to identify the teacher's perspective on the Merdeka Belajar Curriculum in terms of concepts and lesson plans. The method used is qualitative-descriptive involving 8 English teachers from various vocational schools in Surabaya. Data was collected through questionnaires and semi-structured interviews. After being analyzed, the results show that not all teachers understand the concept of Merdeka Learning. The findings also show that the implementation of the one-page lesson plan (RPP 1 Sheet) is not in line with the expectations of Merdeka Learning. What the participants said was different from what was said during the interview and this affected the final result. However, all participants fully support the implementation of this new curriculum.

Second, Ekawati, Y.N (2017). At its core, the Journal of Educational and Learning Research entitled. Problems of English Teachers in Implementing ISSN Curriculum 2013 2301-7554 volume 6, edition 1 December 2017 Researchers investigated teacher problems in implementing Curriculum 2013 18 at SMK in Tegal. The results of this study indicate that teachers do not prepare lesson plans before the teaching and learning process, understand the principles of the scientific approach and the basic concepts of learning. The 2013 curriculum, one teacher prepared teaching media but the other did not prepare, and the teacher had difficulties. In assessing student attitudes (behavior).

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Third, Dominggus Rumahlatu (2016), in his research entitled 'Analysis of 2013 Curriculum Readiness and Implementation in West Seram Regency, Maluku, Indonesia'. 2016, Vol.11, No. 12, 5662-5675. This study examines curriculum changes made by the government which always lead to endless pros and cons. The results of this study indicate that students and teachers are ready to implement the 2013 Curriculum. However, there are still several inhibiting factors in implementing the 2013 Curriculum, namely the lack of manuals for teachers and students, mental readiness of teachers and students who have not been prepared optimally, and poor socialization. not reach all schools.

Fourth, Diah Ayu Lestari and Sutrisno Sutrisno (2016), in their research entitled Analysis of 2013 Curriculum Implementation against Aspects of Interactive Learning and Multimedia-Based Learning. This study aims to to elagurate the application of interactive and multimedia-based learning carried out by office administration teachers at SMKN 2 Blitar. This research is a qualitative research with the subject of research is the expertise of the administration study program teacher, vice principal in the field of curriculum and students. Data collection techniques using observation, interviews, and documentation. The results of this study are (1) interactive learning has been implemented, (2) Multimedia-based learning has been implemented, but it is necessary to develop multimedia used for the learning process. It can be seen that the teacher carries out learning according to the interactive learning indicators. The implementation of the 2013 curriculum for aspects of multimedia-based learning has been carried out by teachers by implementing learning that contains multimedia-based learning indicators.

## CHAPTER III RESEARCH METHOD

In this chapter, the researcher will explain the research design, setting and research subjects, types and sources of data, data collection techniques, analytical methods, and validity techniques.

### A. Research Design

In the pre-observations that have been carried out by researchers, it was found that learning using the Free Learning Curriculum could be carried out well even though there were several obstacles experienced by the teacher. Some teachers say that the Free Learning Curriculum is easy to implement, better and more effective to use, but there are teachers who state that the Free Learning Curriculum is not suitable when applied to certain subjects. In connection with all the urgency put forward, this study aims to identify the teacher's perspective on the Merdeka Learning curriculum in terms of concepts and lesson plans or what is known in the Independent Learning curriculum, namely teaching modules. this needs to be examined in terms of the general concept and format of the RPP.

Thus, this research design uses qualitative analysis methods. Qualitative analysis is a method of analysis using interviews and observation by answering questions such as: What, why and how. The data analyzed by this method is in the form of text or narrative. because its main purpose is to describe the implementation of the Free Learning Curriculum by English teachers in class x. In this thesis, the researcher only took samples from three English teachers, school principals, vice principals in the field of curriculum as supporting data. which of the three teachers has a level of understanding so that it can make it easier for researchers to draw conclusions.

The first teacher, Mrs. Putimasurai M.Pd, had a good understanding of the independent learning curriculum. In addition, Mrs. Putimasurai M.Pd was one of the motivators in the socialization of the independent

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learning curriculum at SMK 1 Jambi City. As for the second teacher, Mrs. Halimah S.Pd, where the teacher is still in the learning stage of implementing the independent learning curriculum. The third teacher, Mr. Arpan S.Pd, did not understand what the independent learning curriculum was, so he was still confused about the process of implementing the independent learning curriculum.

According to Sugiyono (2020: 93), is the process of systematically searching and compiling data obtained from interviews, field notes and documentation, by organizing data into categories, describing them into units, synthesizing, compiling into patterns, choosing which ones to use. Important and what will be learned, and make conclusions so that they are easily understood by themselves and others.

## B. Setting of the Research

The setting of this research is in class X SMKN 1 Jambi City in the academic year 2022/2023. SMKN 1 Jambi City is one of the SMKN in Jambi city that has implemented the *Merdeka Belajar* Curriculum at the beginning of the 2022/2023 semester. Now, it is schools that implement the *Merdeka Belajar* Curriculum in the next semester as ordered by the government. The time of this research is from September to October 2022. This is the reason why the researcher chose SMKN 1 Jambi City as the research site.

The subjects of this study were the class x English teacher, the principal of the school regarding the implementation of the *Merdeka Belajar* Curriculum in the English learning process. class is taken by random sampling. The researcher took class X, because based on observations, the *Merdeka Belajar* Curriculum was used in class X and continued in the following school year.

## C. Kinds and Sources of Data

### 1. Main data

According to Sugiyono (2020:234), primary data is data taken by researchers from respondents and informants, primary data is also data

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information about all the problems studied. Primary data is data obtained by researchers from respondents and informants or some observed facts, also primary data is data taken directly by researchers from respondents without intermediaries. Primary data collection is an internal part of the research process and is often required for decision-making purposes. Primary data is considered more accurate, because this data is presented in detail (Purhantara, 2010).

In this study, the primary data were interviews with English teachers, teaching documents, natural teaching and learning processes, and learning evaluations observed by researchers. In addition, the researcher also conducted interviews with the Principal of SMKN 1 Jambi City and the Deputy Principal of the Curriculum Sector as supporting data.

## 2. Secondary data

While Secondary data is a data source that does not directly provide data to data collectors, for example through other people or through documents (Sugiyono: 2020: 238). In this study, secondary data in the form of documentation of the implementation of the *Merdeka Belajar* Curriculum on planning, teaching and learning processes, and learning evaluation.

## 3. Data source

The data source is the subject from which the data can be obtained. Researchers will get data from English teachers about the application of the *Merdeka Belajar* Curriculum in the English learning process in class X SMKN 1 Jambi City in the 2021/2022 school year.

## D. Data Collection Techniques

Data collection techniques are the most strategic step in research, because the main purpose of research is to obtain data. This activity requires instrument research to obtain data. In qualitative research, the function is to to elaguratethe focus of research, select informants as data sources, collect data, assess data quality, conduct data analysis, interpret data and draw conclusions from findings. The following are data

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collection techniques and research instruments used in this study: learning (Sugiyono, 2020:294).

### 1. Documentation

Documents are valid records of events. This document can be in the form of writing, pictures, or someone else's work. (Sugiyono, 2020:292). Documentation is one method of collecting qualitative data by viewing or analyzing documents made by research subjects or by other people about the subject. Documents can provide information about countries, rules, disciplines, and can provide clues about leadership styles. The documents in question are lesson plans and syllabus. It needs to be analyzed to find out whether the lesson plans are in accordance with the syllabus and the principles of the *Merdeka Belajar Curriculum* or not.

### 2. Observation

In this study, data were collected by means of classroom observation. Nasution (1988) as stated observation is the basis of all science. Scientists can work based on data, namely facts about the world of reality obtained through observation. Observation is a data collection technique that is carried out by conducting searches, as well as systematic recording. Marshall (1995) states that through observation, researchers learn about behavior and the meaning attached to behavior (Sugiyono, 2011:231).

In the observation activity, the researcher was not involved in the teaching and learning process carried out by the English teacher and students. Researchers only observe and monitor. In addition, the researchers also made recordings. Records are used entirely to assist researchers in re-observing before drawing conclusions. The research instrument used in the observation was a video recorder and observation guidelines related to the teaching and learning process and the evaluation process in accordance with the *Merdeka Belajar Curriculum* .

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### 3. Interview

To explore in-depth information about the data, the researchers also conducted interviews. According to Esterberg (2002) as quoted in Sugiyono (2008), an interview is a meeting of two people to exchange information and ideas through question and answer, so that communication and the construction of shared meaning occur on certain topics. In this section, the researcher tries to find answers by using the in-depth interview method. By conducting interviews with English teachers, the clearer the information that researchers get, the easier it is for researchers to draw conclusions. It is used to complete data on planning, teaching and learning processes, and evaluations carried out by teachers which must be in accordance with the *Merdeka Belajar* Curriculum. As supporting data, researchers will also conduct interviews with school principals and vice principals for curriculum. The research instrument used in the interview was an in-depth interview guide and a tape recorder to record the interview, the interview instrument in this thesis was taken from previous research.

#### E. Data Analysis Method

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes and documentation by organizing data into categories, breaking them into units, synthesizing, compiling into patterns, choosing which ones to use. Important and learned, and draw conclusions that are easily understood by oneself or others. Miles and Huberman as quoted in Sugiyono (2020) mention the flow analysis model as one of the qualitative data analysis methods, they divide the flow analysis model into three: the flow of activities that will be used by researchers in this study. The components of this analysis include data reduction, data presentation, and drawing conclusions.

##### 1. Data Reduction

Data reduction is an activity to summarize, choose subjects and materials, focus on important things, and look for themes and patterns.

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Data reduction refers to the process of selecting, simplifying, abstracting, and transforming data that appears in field notes or written transcriptions.

## 2. Data Display

Data display is a structured collection of information, and provides the possibility to draw conclusions and take action. They also see that the most frequent form of display data for qualitative research data is narrative text. Seeing the display helps the researcher to understand what is going on and to do some further or careful analysis on understanding.

## 3. Withdrawal of Conclusions/Verification

Conclusion drawing/verification is an activity to formulate research results that answer the research focus based on the results of data analysis. Conclusions are presented in the form of an analysis of the research object based on research studies

## F. Triangulation

Triangulation as a data collection technique that combines various data collection techniques and existing data sources (Sugiyono: 2020). In this study, to check the validity of the researchers used triangulation. According to Mathinson (1988) as quoted in Sugiyono (2020) the value of triangulation lies in providing evidence whether it is convergent, inconsistent, or contradictory.

## CHAPTER IV RESEARCH FINDING AND DISCUSSION

In this chapter is about to explained how to elagurate the finding of the researcher

### A. Specific Finding and Discussion

Based on the results of research in the form of observations, interviews and documentation at SMK Negeri 1 Jambi City and especially the results of interviews with English teachers in class X, the authors found several things regarding the An Analysis on the Implementation of the *Merdeka Belajar* Curriculum by English Teachers in Class X SMK Negeri 1 Kota Jambi found answers to these problems as follows:

#### ***1. How is the implementation of the curriculum by the English teacher at SMKN 1 Jambi City?***

Freedom to learn is a freedom given to teachers and students to innovate and be creative in the learning process. This concept is a response to the needs of the education system in the industrial revolution era. Nadiem Makarim said that freedom of learning is freedom of thought. Freedom of thought is to illagurated by the teacher, in the concept of *Merdeka Belajar*, between teachers and students is a subject in the learning system. This means that the teacher is not used as a source of truth by students, but teachers and students collaborate to move and seek the truth.

Based on the notion of *Merdeka Belajar*, this is in accordance with the concept of teachers at SMK Negeri 1 Jambi City who argues that *Merdeka Belajar* is a method that gives freedom to students in the learning process and teachers as mediators in guiding students to improve their knowledge, this is in accordance with the results interviews that have been conducted to Mr. Dr. Budi Prasetiyanto. HS, M.Pd. as Principal of SMK Negeri 1 Jambi City on Thursday 15 September 2022 related to the concept of implementing *Merdeka Belajar*.

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*"The Freedom to Learn curriculum is good enough for us to apply it at SMK Negeri 1 Jambi City because this is in accordance with what I discussed yesterday that the process of implementing this curriculum is not only fixed in the classroom, we can apply it outside the classroom, be creative because basically the curriculum this is where the teacher is only a motivator, facilitator, and as a mediator, therefore students can develop their talents and interests in learning".*

The results of the research above explain the perception of the application of *Merdeka Belajar* at SMK Negeri 1 Jambi City is very good because where the learning process can not only be done in the study room but can also be done outside school, *Merdeka Belajar* also makes teachers only as motivators, mediators so that students can collaborate and be creative in developing talents and interests in learning.

According to the English teacher at SMK Negeri 1 Jambi City, especially in class X, *Merdeka Belajar* not only gives freedom to students but also simplifies the teacher's lesson plans to just one sheet so that it can focus educators on improving the quality of students. This is in accordance with the perception described by Dra. Hartini M.Pd as deputy head of the Jambi City State Vocational High School 1 curriculum regarding the freedom to study at Jambi City State Vocational High School 1 on Monday 19 September 2022:

*"Long before the change in the curriculum, the government abolished the national exam, replaced the national exam with an assessment or assessment, the Ministry of Education and Culture also gave freedom to teachers, especially in making lesson plans, in which lesson plans can be simplified into one sheet of lesson plans."*

Added by Dr. Budi Prasetyanto. HS, M.Pd. As Principal on Thursday 15 September 2022:

*"The concept of means that students and teachers are no longer burdened with various problems starting from the learning process, costs and so on"*

Based on the results of the interview above, it shows that the application of The *Merdeka Belajar* Curriculum at SMK Negeri 1 Kota

is in accordance with what was planned by the government where the national exam has been removed and replaced by an assessment, namely getting data and information about the extent to which the learning success of students. SMK Negeri 1 Jambi City has also simplified the RPP.

This means that what is planned by the current government is that the first is that there will be no more national exams. The national exam will be replaced with a form called assessment, then the second is deep, then simplifying the one sheet RPP which is better known as the RPP and the module.

In the successful application of *Merdeka Belajar*, of course, the understanding of teachers and students must be considered regarding *Merdeka Belajar* so that in the process of implementing *Merdeka Belajar* it can be carried out properly, as for the results of interviews that have been conducted with Putimasurai M.Pd as deputy English teacher at SMK Negeri 1 Jambi City on Tuesday 20 September 2022:

*"Yes, so what I read was the literacy that I read based on the explanation from the Minister of Education and Culture Nadiem Makarim, the first thing I caught was that the 2020 national exam was abolished, then the RPP concept was shortened to the remaining one sheet and then the plan that the concept of was applied in the educational environment not only focused on the teacher as a learner but the student as an object of learning he is able to develop his creativity in creating new results in the world of education".*

Based on the results of the interview above, it is explained that the understanding of the application of *Merdeka Belajar* is based on the explanation from the Minister of Education and Culture Nadim Makarim that the application of *Merdeka Belajar* changes some structures of the learning process in which the National Examination or National Examination is eliminated then the concept of RPP is shortened and the concept of learning does not only focus on the teacher but also focuses



on students as learning objects in order to be able to develop creativity in working in the field of education.

The implementation of this *Merdeka Belajar* Curriculum is very effective to run, but there are still teachers of SMK Negeri 1 Jambi City who do not know the overall concept that is applied in this *Merdeka Belajar*. This can be seen from the results of interviews with Mrs. Halimah S.Pd as an English teacher at SMK Negeri 1 Jambi City, especially class X on Wednesday, September 21, 2022 from the interview results below:

*"Yes, thank God, the application of the Curriculum is given to students and teachers to to elaguratehow students and teachers use student strategies so that teachers and students can understand the material provided by the teacher through several references, including one of the media- internet social media and so on, but there are still teachers and students who do not really understand this application".*

Added by Mr. Arpan S.Pd Vocational English Teacher Negeri 1 Jambi City on Wednesday 28 September 2022:

*"Um, I'm used to hearing about the independence of learning, but overall the meaning is not very detailed."*

Based on the results of the interview above, explaining the understanding of teachers at SMK Negeri 1 Jambi City will be free to learn is the concept of *Merdeka Belajar* is the freedom given to teachers and students in determining how and strategies in the learning process so that students can find their own related materials and the learning process it can also be done through the internet and so on, but in the application of *Merdeka Belajar* there are still many who do not really understand it, including teachers and students of SMK Negeri 1 Jambi City. As for the results of interviews that have been conducted with Putimasurai M.Pd as deputy English teacher at SMK Negeri 1 Jambi City on Tuesday 20 September 2022:

*"The application of the Curriculum at SMK Negeri 1 Jambi City in class X In English subjects students are given the freedom to*

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*search for literacy electronically so that they are able to explore their potential using literacy skills other than books at school, so they use electronic literacy they look for supporting materials from the material the teacher conveys to students and then the students look for other materials that can support the tasks given”.*

Based on the results of the interview above, it explains the steps that have been taken by the English teacher at SMK Negeri 1 Jambi City in implementing *Merdeka Belajar*, namely by providing public facilities that SMK Negeri 1 Jambi City have such as software, Android, and learning quotas so that they can be used by students. Students of SMA Negeri 1 Jambi City and also some teachers choose to give assignments that are not excessive so that students of SMK Negeri 1 Jambi City are able to explore and focus more on being creative in working on the tasks given.

The application of *Merdeka Belajar* at SMK Negeri 1 Jambi City has not been fully implemented in this school, this is quoted from the explanation expressed from the results of interviews that have been conducted with Mr. Arpan S.Pd English teacher at SMK Negeri 1 Jambi City.

*"The independent form of learning is conceptually true for students, they don't really understand but basically this concept has been applied because we studied online during the COVID-19 pandemic, actually it has been implemented here so students can collaborate to find materials in the media in solving problems. problems or assignments given by the teacher they look for a lot on social media, interact with the teacher by using whatsapp technology, zoom technology, web and so on or google classroom ”.*

The results of the interview above explain that the implementation of Freedom of Learning at SMK Negeri 1 Jambi City has actually been carried out since the Covid 19 pandemic but there are still students and teachers who do not really understand the application of this freedom of learning, but in implementing this freedom of learning students of SMK Negeri 1 Jambi City can collaborate to find material in the media in

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completing the tasks that have been given and they can interact with their teachers through internet media such as Whatsapp, Zoom, and Classroom.

In addition to conducting interviews with English teachers, principals and waka of the curriculum of SMK Negeri 1 Jambi City, the researchers also made observations in the classroom, the researchers found various kinds of findings as follows:

#### a. A First Observation

The first observation was conducted on Monday, September 19, 2022, this observation aims to determine the readiness of teachers to plan lessons. Researchers have found information about learning plans owned by English teachers through the arrangement of learning devices. This school has implemented the Merdeka curriculum since the beginning of the 2022/2023 school year. And this curriculum is applied to all grade X students in the 2022/2023 school year. The school also uses the new academic year 2022/2023 calendar. The educational calendar aims to encourage the effectiveness of the learning process in schools.

Meanwhile, the learning objective flow (ATP), which we know as the syllabus which is used in accordance with the standards of the 2013 ATP curriculum syllabus, is a substitute for the syllabus in the independent curriculum. ATP is a learning plan for certain subject groups which includes competency standards, basic competencies, basic/teaching materials, learning activities, indicators of achievement of competency assessments, assessments, time allocation. And learning resources (DitJen.Pendidikan.Vokasi).

The independent curriculum teaching module is a substitute for the RPP which has a varied format which includes learning materials/content, learning methods, interpretations, and evaluation techniques that are arranged systematically and stunningly to achieve the expected indicators of success. (DitJen.Education.Vocational).

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Based on the results of the first day's observations, administratively the completeness of the English teacher learning tools at SMK Negeri 1 Jambi City was good.

#### **b. Second observation**

The second observation was carried out on Monday, September 26, 2022. The purpose of this observation was to find out the teacher's actions in the classroom. Researchers want to see the teacher's teaching process in the classroom. Researchers saw the process of implementing teacher learning in class using observation sheets that had been prepared by researchers. The researcher found the teaching module used in the teaching process carried out by the English teacher in the tenth grade in teaching. In the teaching module, classroom activities are divided into three activities. There are preliminary activities, core activities and closing activities.

##### 1) Introductory Activities

In the predecessor activity the teacher is preparing students to study in class, the teacher asks one of the students to lead a prayer, after that the teacher checks the attendance of students, then the teacher does apperception activities, the teacher explains the apperception activities by asking questions to students that will be asked and explained to the students. Students who have questions to the teacher. The researcher observed that the students were already in the classroom and ready to learn. The class leader leads a prayer before starting the lesson after the students make class attendance with the teacher. Furthermore, the apperception activity, the teacher asks last week's lesson or basic competencies with previous students, if students are asked a question by the teacher, students explain or answer to the teacher and their friends. And there were some students who asked the teacher about the apperception activities carried out by the teacher both in group discussions and alone.

##### 2) Core Activities

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In the core activity when a teacher must demonstrate mastery of the learning material, the teacher can relate the subject matter to other relevant knowledge and convey the material clearly, according to the learning hierarchy and can know the character of students in school. Lengkanawati (2017: 213) says that the core activities must be carried out by the teacher in an interactive, inspiring, fun, challenging, motivating way, so that students can become information seekers, and can provide adequate opportunities for initiative, creativity and independence according to talent, interests, and psychological development of students.

When the teacher explains the material in front of the class. In addition to linking the material with other knowledge, the teacher can relate the subject matter to the realities of life so that students better understand the learning objectives. This is in accordance with Abdul Majid in Eausabia Floreza. W (2014: 54), the teaching and learning process is a teaching and learning process, where good teachers are required to be able to carry out the teaching and learning process well and achieve teaching goals as planned.

In observing the core learning activities in the classroom, the researcher saw that the teacher had shown good mastery of the learning material, with the example of the teacher being able to answer students' questions. The teacher explains the material that relates the material to other knowledge as experienced by the teacher and is told clearly to the students, adjusts the student's character and coordinates the class situation. Material in everyday life so that students are more familiar with the learning objectives explained by the teacher.

#### a) Observing

The student activities observed were teacher demonstrations, demonstrations of other students, video shows, films, teacher descriptions and reading books or other sources. To get the results of research on observations in class, with the result that students do not do teacher demonstrations but students do demonstrations as friends in their class,

while in class students observe material explanation activities from the teacher but not all students read books that are owned or look from other sources so that students more preoccupied with their respective activities.

b) Ask

Students' activities to ask questions are discussing, making questions, or asking questions, expressing reasons and expressing ideas. To get the results of research activities asking questions in class, with the results that students mostly discuss with their friends then to ask questions, master explanations that do not understand, questions about material that are not understood but for students who understand are explained by the teacher, students will express ideas or reasons to friends. Class and teacher.

c) Explore

Student activities to explore/gather information determine data, determine data sources and collect data. To get the results of research activities to explore/collect data, with the result that students have determined various kinds of data obtained from books or the internet and students can also determine the source, so that students know how to collect data recorders or are grouped into structured learning books and students can explore in front of the class with other friends in the class.

d) Associate

Students' activities to associate are determining relationships, analyzing data, and concluding data results. To get results from associating research activities, with these results students can find relationship material with other relationships as found in daily activities or in the form of knowledge by leaving comments or opinions about whether or not some students can conclude the data from the material analyzing the data collected. Obtained from other sources such as books, internet and directly from teachers.

e) Communicate

Student activities to communicate is to convey the results of the conceptualization and expressed in oral (speaking) or written form. To get

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the results of communication research activities, with the result that students have delivered conceptually in front of the class in groups or individually orally (speaking) or written in a good voice or written language.

The next activity, the teacher carried out during class can motivate students to observe explanations, ask questions, explore to answer questions and give to communicate the results of associations. To get research results, a teacher not only teaches students in class but a teacher can motivate students to be more enthusiastic in learning such as motivating students to observe the teacher's explanation so that students better understand the material, besides that the teacher can also answer questions that students can ask. To classmates can motivate students to ask questions about material that has not been understood if students do not ask the teacher should provide motivation so that students are more interested in learning to communicate.

### 3) Closing activities

In the closing activity, the teacher and students make an evaluation. Evaluation is a process carried out on an activity (Fathurrohman, 2015:21). Evaluation is defined as the process of determining the suitability of products, objectives, procedures, programs, approaches and functions of individual or group activities, from the whole series of learning activities and the results of the evaluation obtained to jointly seek the benefits of the learning outcomes that have taken place, students provide feedback on the process and learning outcomes, the teacher has made follow-up activities in the form of giving assignments, the teacher gives assignments both individually and in groups, and the teacher is given to inform the plan of learning activities for the next meeting.

Researchers make observations which include learning activities in class, researchers see several activities such as providing conclusions, doing reflection activities after learning, students are given additional or advanced tasks related to the material being studied, and teachers also

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carry out activities to provide assessments during the learning process both tests written or oral. The activities include the following four parts:

a) A conclusion

Activities in concluding teachers and students conclude the material that has been studied. To get the conclusions of research activities, with the results the teacher asked several students to conclude the material, after the students concluded the material the teacher strengthened the conclusions of the students and other students repeated what the teacher concluded in a loud enough voice.

b) Reflection

The first activity in reflection, the teacher asks students to reveal: what has/not understood the material that has been studied, students' feelings when learning, how to learn related to success/failure in mastering an understanding, and the relationship between spiritual and social attitudes with the material being studied. To get the results of reflection research activities from teacher observations there are those who question the material that has been understood or not by the students, after the teacher questioned the students' feelings during the learning process, some students also answered happily and smiled slightly and some students did not answer for reasons unknown to the researcher. , at the end of the activity the teacher does not leave questions or vice versa students master the understanding of the material but only give questions or vice versa related to spiritual and social attitudes with the material that has been studied.

The second activity in reflection, students express/write: students express/write down material that is understood or not studied, students express the advantages and disadvantages of learning methods related to success or failure in mastering an understanding, students express feelings about the learning they are doing. Experienced and students convey the results of observations during class learning. To get the results of reflection of research activities from student observations to explain the material that has been understood or not on the material being studied but

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students do not explain the advantages and disadvantages of studying abroad related to success or failure in understanding the material, there are some students who express feelings that experienced during learning takes place in the form of responding to comfort or pleasure in a lesson by giving a smile after that some students convey the results of observations during learning that takes place in the classroom.

c) The teacher gives advanced tasks

Activities in the teacher are given follow-up tasks, students are related to the material. To get the results of the research activities, the teacher gives advanced assignments, the teacher does not leave further homework related tasks to be done at home, the teacher only gives assignments when the lesson takes place only in the classroom.

d) The teacher gives a written test as well as an oral test and assessment during learning

Teacher activities provide written tests as well as oral tests and assessments during learning. To get the results of research activities, the teacher gives a written test as well as an oral test and an assessment during learning after the teacher has finished explaining the material in front of the class, and the teacher assumes the students have understood the material. The teacher gives written assignments in groups and can be completed within 30 minutes after which students read the results of their assignments in front of the class without paying attention to the written text.

4) Use of learning resources/learning media

In utilizing learning resources/learning media there are several things that teachers do, namely using learning media/tools effectively and correctly, learning media/tools to produce interesting messages, involving students in the use of learning media/tools and using learning. Relevant resources.

After observing the use of learning resources/learning media in the classroom, the researcher saw that the teacher maximized the results of

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using media well, the media used were blackboards, markers, books, internet and social media. So the message conveyed by the teacher was quite interesting so that most of the students listened to the explanation. Teacher. In the use of learning media/learning media the teacher does not involve students in the use of learning media/tools such as writing on the blackboard because students use their respective relevant learning resources such as books with the same material explained by the teacher.

Based on the results of the second day's observation, it was concluded that the learning process carried out by the English teacher at SMK Negeri 1 Jambi City had been going well. At the time of the introduction the teacher explained the questions to the students, most of the students listened to the teacher's explanation but there were some students who were busy with their respective activities. In the core learning activities of the Merdeka Belajar curriculum, there are five student activities. Namely the activities of students observing, asking, exploring, associating and communicating. While in the closing activity the researcher saw several activities such as giving conclusions, doing reflection activities after learning, students were given additional or advanced tasks related to the material being studied, and the teacher also carried out activities to provide assessments during the learning process both written and oral tests.

### C. Third observation

The third observation was made on Thursday, October 3, 2022. The purpose of this observation was to look at the teacher's assessment/assessment system for students, because in the learning module an attachment was made to the assessment framework. According to Mary Lee Smith & Glass Gene quoted by Muhammad Fathurrohman (2015:20), Evaluation is also defined as the process of providing information to make evaluation decisions which is also defined as the process of determining value judgments based on events about a program or product.

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Evaluation is defined as the process of determining the suitability of products, objectives, procedures, programs, approaches and functions.

The researcher found that the teacher did some framework assessment in the lesson plan. They are as follows:

1) Attitude assessment

Attitude assessment is in accordance with the characteristics of the attitude, then one of the alternatives chosen is the affective process starting from receiving, carrying out, experiencing, living up to practicing, all learning activities are oriented to the competency stage to encourage students to carry out these activities, attitude assessment includes discipline, cooperative And Responsibility. After that, the teacher observed the attitude assessment by the teacher, only the observation of the assessment and self-assessment for the assessment between friends and the journal was omitted by the teacher.

2) Knowledge assessment

Knowledge is possessed by the activity of knowing, understanding, applying, analyzing, evaluating, reating. Written test at the end of the training. After observing the knowledge assessment, the teacher only carried out written and oral assessments, for the teacher's task he did not do it.

3) Skill assessment

Skills are acquired through observing, asking, trying, reasoning, and creating. The entire content of the subject is sourced from the skills of encouraging students to make observations to creation. The teacher's skills assessment only assesses the skills of practicing short dialogues/conversations in front of the class and the assessment skills of projecting how students have completed the project tasks in the form of short conversations.

**2. What are the obstacles experienced by teachers in implementing the Curriculum at SMKN 1 Jambi City?**

A). lack of understanding of student teachers and parents

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The application of *Merdeka Belajar* is a new thing in the world of education that will help students and teachers in innovating in the world of education, but in the application of *Merdeka Belajar* at SMK Negeri 1 Jambi City, there are several obstacles such as there is still a lack of understanding by teachers, students and parents related to the application of the concept of *Merdeka Belajar* so that it hinders the process of implementing *Merdeka Belajar*, with a lack of understanding of teachers, students, and also parents of students, it will result in an *Merdeka Belajar* process that is not fully achieved by the purpose of this *Merdeka Belajar* concept.

As for the results of the interview that was delivered by Putimasurai M.Pd as the deputy English teacher at SMK Negeri 1 Jambi City on Tuesday 20 September 2022:

*"The factors come from the students themselves and then from internal schools starting from educators, education staff and all other parties that play a very important role, including the role of parents, so the collaboration of the three will produce students or outputs that we can be proud of together. -same".*

Based on the results of interviews that have been conducted with English teachers at SMK Negeri 1 Jambi City during the teaching and learning process, the controlling factor in implementing the implementation of *Merdeka Belajar* in English subjects in class X is that there is still a lack of understanding regarding the implementation of the *Merdeka Belajar* Curriculum from teachers, students, and parents of students.

This is in accordance with the results of observations made by researchers, basically in the application of the *Merdeka Belajar* Curriculum, explaining that it is no longer allowed for teachers to give additional assignments at home for students but there are still some English teachers who still do not fully understand the *Merdeka Belajar* Curriculum so there are still teachers who give homework or additional assignments at home to their students. (Monday 03 October 2022)



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This is also in accordance with the results of interviews conducted with Mr. Arpan S.Pd, an English teacher at SMK Negeri 1 Jambi City on Wednesday, September 28, 2022:

*"The obstacle in the free learning curriculum as I said earlier is the network factor, then the student readiness factor itself, then in terms of parents' understanding of how the concept of is, then there is another need for this concept is that we actually have to work together with other people. parents so that parents are able to understand what the concept of actually is so that they are able to provide facilities to their children and cooperation between the school and parents must actually be well established so that this concept can be implemented properly, then other obstacles such as facilities and the infrastructure is fully sufficient in facilitating the students of SMK Negeri 1 Jambi City".*

Based on the results of the interview above, it shows that the obstacles felt by SMK Negeri 1 Jambi City in implementing *Merdeka Belajar* are the lack of readiness of teachers and students in facing the concept of *Merdeka Belajar* and including parents of students.

Understanding by the parents of students is also very necessary in the process of implementing this freedom of learning because with the support of parents, the process of implementing this *Merdeka Belajar* can run well. Another obstacle is that sometimes the network is bad so that it hinders the learning process and also some students do not have the media or electronics needed in the application of this *Merdeka Belajar* to take place.

Seeing the obstacles in implementing *Merdeka Belajar* at SMK Negeri 1 Jambi City as for the steps or efforts that will be taken by SMK Negeri 1 Jambi City by trying to meet the lack of facilities and infrastructure in order to fully facilitate teachers and students of SMK Negeri 1 Jambi City. Interviews that have been conducted to Mr. Dr. Budi Prasetyanto. HS, M.Pd. As Principal on Thursday 15 September 2022:

*"Facing the obstacle in implementing the concept of is that we are trying our best to prepare facilities and facilities for our*



*schools for teachers which I think teachers may already have media such as android, there are those who already have laptops, the latest books are in accordance with the curriculum. , then we also use a system outside the network for students who do not yet have the tools or facilities to implement the concept of , because without the support of adequate facilities and infrastructure, I don't think the application of is going as well as we expected."*

The results of the interview above explain the efforts that will be made by SMK Negeri 1 Jambi City in minimizing the obstacles that exist in the application of *Merdeka Belajar*. The availability of complete facilities, the process of implementing *Merdeka Belajar* can run smoothly. Another effort that will be made by the Principal of SMK Negeri 1 Jambi City in overcoming existing obstacles is by carrying out socialization, providing training and holding committee meetings to meet with this is quoted from the results of interviews that have been conducted with Mr. Dr. Budi Prasetyanto. HS, M.Pd. As Principal on Thursday 15 September 2022:

*"The existing constraints, yes, we minimize it with a lot of socialization and also training to all school stakeholders, yes, we also read a lot of existing literature both in online media and offline media so that at least an understanding of free learning can be comprehensive to all stakeholders involved. Is in SMK Negeri 1 Jambi City"*

Based on the results of the interview above, it is explained that in minimizing the existing obstacles that hinder the process of implementing *Merdeka Belajar* is to make a socialization to teachers and students as well as provide training to understand in detail the freedom of learning, and also make a committee meeting to can meet with parents of students in order to explain in detail about the application of *Merdeka Belajar* in order to establish cooperation between teachers and parents in controlling students in order to guide students in developing their education, so that the conclusions of the results of this study are related to factors that become obstacles in the application of *Merdeka Belajar* in SMK Negeri 1 Jambi City, namely the lack of adequate understanding by the teachers,

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students, and also the community so that it becomes an obstacle in implementing *Merdeka Belajar* at SMK Negeri 1 Jambi City.

## B. Research Discussion

### 1. Implementation of An *Merdeka Belajar Curriculum* by an English teacher at SMKN 1 Jambi City?

The results of the research above explain that the implementation of the *Merdeka Belajar* curriculum in English subjects is very good because by implementing *Merdeka Belajar* at SMK Negeri 1 Jambi city, it is able to support students in innovating and creating their own so that it supports their own achievements. Implementation of the *Merdeka Belajar* curriculum by the teacher in the implementation of the *Merdeka Belajar* curriculum, the function of the teacher is to become a mediator and give students the freedom to find references and media to support understanding related to the subjects presented.

This is in accordance with what was stated by Fitriani (2018: 51) which regulates what the teacher will do. when and how to do it in the implementation of learning, then limiting targets based on certain instructional goals and arranging work implementation to achieve maximum results. Generated through the process of determining learning targets. Then, to develop alternatives in accordance with the learning strategy. In addition, teachers are also required to collect and analyze important information to support learning activities so that they can develop and communicate plans and decisions related to learning to interested parties.

So the implementation of the *Merdeka Belajar* curriculum by teachers at SMK Negeri 1 Jambi City in the application of this *Merdeka Belajar*, the teacher's function is to become a mediator and give students the freedom to look for references and media to support understanding related to the subjects presented.

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The understanding of teachers in the application of *Merdeka Belajar* in SMK Negeri 1 Jambi city has not been fully understood well this is because there is no special training given to teachers in understanding the concept of Implementing *Merdeka Belajar*, it also happens to students of SMK Negeri 1 city jambi there is a lack of understanding regarding the application of this *Merdeka Belajar*. However, the implementation of *Merdeka Belajar* at SMK Negeri 1 Jambi city has been carried out, the learning process through internet media such as Whatsapp, Zoom, etc. software needed in the process of implementing *Merdeka Belajar* such as learning quotas and others.

Seeing the lack of understanding of teachers, students, and parents of SMK Negeri 1 Jambi City, the Principal carried out socialization activities and direct practice to be able to provide understanding to teachers, students, and parents of students.

Based on the application of the *Merdeka Belajar* curriculum by the English teacher at SMK Negeri 1 Jambi City, the advantages and disadvantages of implementing *Merdeka Belajar* are that students can explore their thoughts with new innovations, thus exploring the potential that exists in themselves. However, the shortcomings in the application of *Merdeka Belajar* are the unavailability of electronics or media that can be used by students in the process of implementing *Merdeka Belajar* and with the implementation of the implementation of *Merdeka Belajar*, teachers rarely control directly to students which results in less control of students in carrying out the learning process properly. This is in accordance with Gunawan (2017.72) learning planning is translation, enrichment and curriculum development. In addition to referring to the demands of the curriculum, learning planning must also consider the situation and conditions as well as the potential that exists in each school. Every teacher involved in learning planning activities must know the principles of lesson planning.

The impact that has been felt by students of SMK Negeri 1 Jambi City in the process of implementing *Merdeka Belajar* is students of SMK Negeri 1 Jambi City. Development in themselves becomes the focus and can explore their potential because they have been given freedom in the learning process. Based on the findings of the researchers in applying *Merdeka Belajar* to English subjects by the teacher, it is quite good because it is in accordance with the *Merdeka Belajar* program where the *Merdeka Belajar* program is to give freedom to teachers and students so that collaboration occurs in the learning process. The.

## ***2. The obstacles experienced by teachers in implementing the Merdeka Belajar curriculum at SMKN 1 Jambi City***

The factor that becomes an obstacle or obstacle in the application of *Merdeka Belajar* at SMK Negeri 1 Jambi is the lack of understanding of the detailed understanding possessed by teachers, students, and parents regarding the application of *Merdeka Belajar* so that it becomes an obstacle in the process of implementing this *Merdeka Belajar*, this can happen due to the absence of training conducted by SMK Negeri 1 Jambi city regarding a detailed explanation regarding the application of *Merdeka Belajar* that will be applied to SMK Negeri 1 Jambi city.

Giving an understanding of the process of implementing *Merdeka Belajar* that will be carried out should be very helpful, for example, with a detailed understanding of teachers in the process of implementing *Merdeka Belajar*, teachers are able to make a new innovation in educating the achievements of students of SMK Negeri 1 Jambi City, then with the understanding of students related to the application of *Merdeka Belajar* will greatly help students of SMK Negeri 1 Jambi city in developing themselves as well as with the understanding of parents of students of SMK Negeri 1 Jambi city parents of students of SMK Negeri 1 Jambi city can help teachers control their children so that in the process of independence learning can go well.

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Another obstacle that hinders the process of implementing *Merdeka Belajar* at SMK Negeri 1 Jambi city is the lack of understanding from students to run electronic media in the process of implementing *Merdeka Belajar*, the lack of tools or media needed by students of SMK Negeri 1 Jambi city such as Android which can be used by students who do not have the ability to have these tools and also the network becomes an obstacle because of minimal network access. Seeing several controlling factors in the process of implementing *Merdeka Belajar* at SMK Negeri 1 Jambi City, the Principal of SMK Negeri 1 Jambi City wants to minimize these obstacles by making a socialization to teachers, students, and parents in an in-depth understanding of *Merdeka Belajar*, other efforts are made to make every effort to provide facilities that can assist the process of implementing *Merdeka Belajar*.

These obstacles are the same as the research conducted by Pertiwi, (2021) entitled "The Method of Vocational High School English Teachers Against the "Free Learning" Curriculum. The results show that not all teachers understand the concept of *Merdeka Belajar*. The findings also show that the implementation of the one-page lesson plan (RPP 1 Sheet) is not in line with the expectations of *Merdeka Belajar*. What the participants said was different from what was said during the interview and this affected the final result. However, all participants fully support the implementation of this new curriculum.

Based on the findings of the researchers in the factor of the application of *Merdeka Belajar* is the lack of understanding of teachers, students, and also the community in understanding the application of *Merdeka Belajar* and also, by giving freedom to students, the behavior of students is not in accordance with the norms of good behavior but by looking at the perceived obstacles. efforts from SMK Negeri 1 Jambi city in minimizing these obstacles by making training for teachers and students as well as carrying out socialization in providing understanding in the concept of implementing *Merdeka Belajar*.



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### A. Conclusion

This chapter presents conclusions and suggestions regarding what has been analyzed and discussed. This correlates with the title "Analysis of the Implementation of the *Merdeka Belajar* Curriculum by an English Teacher Class X Smk Negeri 1 Jambi City" Based on the results of research that has been found by researchers, the conclusions of this study are as follows:

1. The application of the *Merdeka Belajar* Curriculum by the English teacher in class X to the application of *Merdeka Belajar* in Smk Negeri 1 Jambi City is by implementing *Merdeka Belajar*, the students of Smk Negeri 1 Jambi City will be able to improve their abilities because they are given freedom in the learning process, but detailed understanding possessed by teachers, students, and parents of students is still very minimal.
2. Factors that become obstacles in the application of *Merdeka Belajar* are the lack of understanding possessed by teachers, students, and parents of students so that it hinders the purpose of the process of implementing *Merdeka Belajar* and also the lack of facilities available in the process of implementing *Merdeka Belajar*.

#### B. Suggestion

Based on the conclusions above, the suggestions in this study are as follows:

1. It is expected that the teachers of Smk Negeri 1 Jambi City will provide special training to students who have minimal ability to use electronics which are used as media in the process of implementing *Merdeka Belajar* and complete facilities that are able to support student achievement.

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2. It is expected that the Principal of Smk Negri 1 Jambi City will provide special training to teachers of Smk Negri 1 Jambi City in understanding the application of *Merdeka Belajar* and continuing to monitor.
3. It is expected that parents of Smk Negri 1 Jambi City students will cooperate with teachers in controlling their children so that they are able to carry out *Merdeka Belajar* properly.
4. It is hoped that this research can be used as a reference source in further research related to *Merdeka Belajar* and for other researchers to review and re-examine this problem, because the results of this study are far from perfect. This is due solely to the limitations of the author's knowledge and methodology, but I hope these results can be used as a reference for further research.

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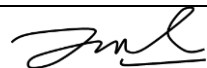
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| 1  | Apakah setiap catatan revisi dari Dosen Pembimbing sudah anda perbaiki sesuai dengan catatan masing-masing Dosen Pembimbing?  |     | ✓   |
| 2  | Apakah Skripsi anda sudah mempunyai pokok masalah, kesimpulan, dan rekomendasi yang bersesuaian antara satu dengan lainnya?   |     | ✓   |
| 3  | Apakah Skripsi anda sudah mempunyai abstrak yang sesuai dengan format yang sudah ditentukan? (lihat lampiran contoh Abstrak!)   |     | ✓   |
| 4  | Apakah draf Skripsi anda sudah disetujui oleh pembimbing anda? Atau Nota Dinas sudah ditandatangani oleh kedua Pembimbing anda untuk didaftarkan dalam ujian munaqasah? |     | ✓   |
| 5  | Apakah komposisi halaman atau jumlah kata Skripsi   |     | ✓   |

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|    |   |  |   |
|----|---|--|---|
|    | anda sudah seimbang antara pendahuluan, kerangka teori, studi relevan/tinjauan pustaka, metode penelitian, pembahasan/inti laporan skripsi dan penutup? (Lihat Lampiran Jumlah Minimal Halaman Skripsi)             |  |   |
| 6  | Apakah tanda baca titik, koma, titik dua dst), format <i>footnote</i> , <i>bibliography</i> , <i>font</i> , spasi, huruf besar dan kecil, ukuran kertas, dan <i>margin</i> sudah mengikuti standar yang ditentukan? |  | ✓ |
| 7  | Apakah kata-kata yang otomatis menjadi bahasa Inggris oleh komputer seperti sistem menjadi system, sudah anda perbaiki?   |  | ✓ |
| 8  | Apakah lembaran Pernyataan Orisinalitas Skripsi anda mengandung kata-kata seperti contoh yang ada dan sudah anda tandatangani dengan materai Rp.6000,-? (lihat lampiran contoh Pernyataan Orisinalitas Skripsi)     |  | ✓ |
| 9  | Apakah bahasan teoritis penelitian anda sudah dirubah menjadi bahasa operasional/empiris sebagai laporan penelitian?  |  | ✓ |
| 10 | Apakah setiap referensi yang anda rujuk sudah dimasukan ke dalam daftar pustaka?  |  | ✓ |
| 11 | Apakah setiap kata asing sudah anda beri cetak miring?  |  | ✓ |
| 12 | Apakah teknik penulisan sudah konsisten dari awal sampai akhir?   |  | ✓ |
| 13 | Apakah jumlah halaman Skripsi sudah mengikuti ketentuan yang berlaku, yaitu maksimal halaman Skripsi 100 dan minimal 60?  |  | ✓ |
| 14 | Jika Skripsi anda adalah penelitian lapangan, apakah  |  | ✓ |

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|--|---|--|---|
|  | Skripsi anda sudah disertai dengan instrumen pengumpulann data (IPD) dan bukti wawancara, observasi dan dokumentasi?  |  |   |
| 15   | Apakah Skripsi anda sudah menyediakan transliterasi (jika diperlukan)?  |  | ✓ |
| 16   | Jika jumlah halaman Skripsi anda tidak mengikuti ketentuan, maka apakah anda sudah memperoleh Surat Persetujuan pengecualian dari Ketua Jurusan? Prodi dan Wakil Dekan I? |  | ✓ |
| 17   | Apakah Curriculum Vitae sudah memuat informasi yang harus dimasukkan dengan format sesuai dengan Buku Panduan ini? (lihat lampiran Curriculum Vitae)                      |  | ✓ |
| <p><b><u>CATATAN:</u></b></p> <p>*Jika masih terdapat pertanyaan yang jawabannya BELUM, maka selesaikan masalah ini dahulu sebelum anda menemui Bagian Akademik untuk mendaftarkan Skripsi anda. Pihak Akademik tidak akan mendaftarkan Skripsi anda jika masih ada pertanyaan diatas yang dijawab “BELUM”.</p> <p>*Jika anda merasa kesulitan menjawab sebagian pertanyaan diatas, mintalah waktu untuk berkonsultasi dengan Pembimbing, Ketua Jurusan/Program Studi anda atau Wakil Dekan I (Bidang Akademik).</p> |   |  |   |

Saya bersama ini menyatakan dengan sesungguhnya bahwa *checklist* diatas sudah saya jawab dengan benar dan bertanggung jawab.

Setelah membaca dan memperhatikan dengan cermat, kami para pembimbing Skripsi dengan judul diatas bersama ini menyatakan bahwa pernyataan mahasiswa diatas **telah kami periksa dengan**

**teliti** dan benar adanya. Kami bertanggung jawab sepenuhnya sebagai pembimbing.

Pembimbing I



Amalia Nurhasanah, M.Hum  
NIP. 198401122012007

Pembimbing II



Hilma suryani, M. Pd  
NIP. 19861226015032005

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## List Of Interview With The Principal Smk Negeri 1 Jambi City

**Dr.Budi Prasetyanto.Hs,M.Pd.**

1. Nur Aida: Apa Yang Bapak Ketahui Tentang Kurikulum Pak?

Dr. Budi Prasetyanto. Hs, M.Pd: *“Kurikulum Merupakan Seperangkat Pembelajaran Atau Suatu Sistem Rencana Dan Pengaturan Mengenai Bahan Pembelajaran Yang Dapat Dipedomani Dalam Aktivitas Belajar Mengajar. Intinya Kurikulum Adalah Rencana Pembelajaran. Oleh Karena Itu, Semua Pihak Yang Terlibat Dan Berkaitan Langsung Dengan Fungsi Kurikulum Ini Wajib Memahaminya.”*

2. Nur Aida: Apakah Sekolah Ini Sudah Menerapkan Kurikulum Merdeka Belajar Pak Dan Sejak Kapan Sekolah Ini Sudah Menerapkan Kurikulum Merdeka Belajar Pak?

Dr. Budi Prasetyanto. Hs, M.Pd: *”Ya Sekolah Ini Sudah Menerapkan Kurikum Merdeka Belajar Mulai Awal Semester Ini”*

3. Nur Aida: Bagaimana Persepsi Bapak Terhadap Konsep Penerapan Kurikulum Merdeka Belajar Di Smkn 1 Kota Jambi?

Dr. Budi Prasetyanto. Hs, M.Pd. *“Penerapan Di Smk Negeri 1 Kota Jambi Sebenarnya Konsep Yang Sangat Bagus Untuk Kita Terapkan Di Smk Negeri 1 Kota Jambi Karena Di Mana Konsep Ini Sesuai Dengan Yang Saya Komentari Kemarin Bahwa Prosesnya Tidak Hanya Harus Di Dalam Kelas, Kemudian Kita Bisa Berkolaborasi Kita Bisa Mengelaborasi Dan Bisa Kreatif Dimana Guru Disini Hanya Sebagai Motivator, Sebagai Fasilitator, Dan Sebagai Mediator Saja Agar Siswa Benar-Benar Mampu Mengembangkan Bakat Dan Minatnya Dalam Belajar.”*

4. Nur Aida: Apakah Kurikulum Merdeka Belajar Ini Malah Membebani Kinerja Guru Disekolah Ini Pak?

Dr. Budi Prasetyanto. Hs, M.Pd. *“Tidak Sama Sekali Membebankan, Karena Konsep Tersebut Berarti Siswa Dan Guru Tidak Lagi Dibebani Dengan Berbagai Permasalahan Mulai Dari Proses Pembelajaran, Biaya Dan Sebagainya”*

5. Nur Aida: Apakah Implementasi Kurikulum Merdeka Belajar Oleh Guru Bahasa Inggris Di Smkn 1 Kota Jambi Sudah Berjalan Dengna Baik Pak?

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Dr. Budi Prasetyanto. Hs, M.Pd: “Alhamdulillah Sudah Cukup Baik Akan Tetapi Masi Ada Sebagian Guru Bahasa Inggris Yang Masi Bingun Dengan Cara Penerapan Kurikulum Merdeka Belajar Saat Ini”

6. Nur Aida: Apa Kendala Yang Dihadapi Oleh Guru Dalam Penerapan Kurikulum Merdeka Belajar Sejauh Ini Pak?

Dr. Budi Prasetyanto. Hs, M.Pd. *“Menghadapi Kendalanya Didalam Melaksanakan Konsep Merdeka Belajar Ini Adalah Kita Berusaha Semaksimal Mungkin Menyiapkan Fasilitas Dan Sarana Bagi Sekolah Kita Bagi Guru-Guru Yang Saya Rasa Mungkin Sudah Memiliki Media Seperti Android Adayang Sudah Punya Laptop Buku-Buku Terbaru Yang Sesuai Dengan Kurikulum Merdeka Belajar Kemudian Kita Juga Pakai Sistem Di Luar Jaringan Bagi Siswa Yang Belum Mendapatkan Belum Memiliki Alat Atau Fasilitas Untuk Melaksanakan Konsep Merdeka Belajar Ini Karena Tanpa Ditunjang Fasilitas Dan Sarana Yang Memadai Maka Penerapan Merdeka Belajar Ini Saya Rasa Tidak Berjalan Dengan Sesuai Yang Kitaharapkan”*

7. Nur Aida: Bagaimana Solusi Bapak Dalam Menghadapi Kendala Saat Penerapan Kurikulum Merdeka Belajar Ini Pak?

Dr. Budi Prasetyanto. Hs, M.Pd. *“Kendala-Kendala Yang Ada Ya Kita Meminimalisir Dengan Banyak Sosialisasi Dan Juga Pelatihan Ke Seluruh Stakeholder Sekolah Ya Banyak Membaca Juga Dari Literatur-Literatur Yang Ada Baik Di Media Online Maupundi Media Offline Sehingga Paling Tidak Pemahaman Tentang Merdeka Belajar Itu Bisa Menyeluruh Ke Seluruh Stakeholder Yang Ada Di Smk Negeri 1 Kota Jambi”*

8. Nur Aida: Bagaimana Harapan Bapak Selama Penerapan Kurikulum Merdeka Belajar Untuk Kedepannya Pak?

Dr. Budi Prasetyanto. Hs, M.Pd. *“Untuk Kedepannya Semogah Dengan Dilakukannya Pelatihan Terhadap Siswa Dan Guru Dalam Pengertian Atau Pemahaman Tentang Kurikulum Merdeka Belajar Semogah Menjadi Lebih Baik Laik”*



## Interview With The Waka Curriculum At Smkn 1 Jambi City

**Dra. Hartini M.Pd**

1. Nur Aida: Apa Yang Ibu Ketahui Tentang Kurikulum?

Dra. Hartini M.Pd: *“Setau Saya Bila Disederhanakan, Kurikulum Adalah Rencana Pembelajaran. Tujuan Kurikulum Secara Umum, Yakni Untuk Pendidikan Nasional, Untuk Lembaga Atau Institusi, Untuk Berbagai Bidang Studi, Dan Untuk Instruksi Atau Penjabaran Bidang Studi. Bila Disingkat, Tujuan Kurikulum Adalah Untuk Melancarkan Proses Pendidikan.”*

2. Nur Aida: Apakah Sekolah Ini Sudah Menerapkan Kurikulum Merdeka Belajar Bu Dan Sejak Kapan Sekolah Ini Sudah Menerapkan Kurikulum Merdeka Belajar?

Dra. Hartini M.Pd: *“Ya Sudah Menerapkan Sejak Awal Tahun Ajaran 2022/2023”*

3. Nur Aida: Bagaimana Persepsi Ibu Terhadap Konsep Penerapan Kurikulum Merdeka Belajar Di Smkn 1 Kota Jambi?

Dra. Hartini M.Pd: *“Ya Persepsi Saya Kurikulum Ini Cukup Baik Tinggal Bagaimana Cara Kita Menerapkannya”*

4. Nur Aida: Apakah Kurikulum Merdeka Belajar Ini Malah Membebani Kinerja Guru Disekolah Ini Bu?

Dra. Hartini M.Pd: *“Tidak Sama Sekali Membebani “*

5. Nur Aida: Apakah Implementasi Kurikulum Merdeka Belajar Oleh Guru Bahasa Inggris Di Smkn 1 Kota Jambi Sudah Berjalan Dengan Baik?

Dra. Hartini M.Pd: *“Saya Rasa Sudah Cukup Baik, Tinggal Evaluasi Kedepannya Untuk Menjadi Lebih Baik Lagi”*

6. Nur Aida: Apa Kendala Yang Dihadapi Oleh Guru Dalam Penerapan Kurikulum Merdeka Belajar Sejauh Ini?

Dra. Hartini M.Pd: *“ Untuk Sejauh Ini Yaitu Masih Adanya Beberapa Guru Masi Belum Begitu Memahami Tentang Kurikulum Merdeka Belajar Saat Ini, Tapi Diusahakan Kedepannya Guru-Guru Untuk Lebih Memahami Kurikulum*

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*Merdeka Belajar Dengan Baik Agar Proses Pembelajaran Bisa Berjalan Dengan Baik”*

7. Nur Aida: Bagaimana Solusi Ibu Dalam Menghadapi Kendala Saat Penerapan Kurikulum Merdeka Belajar Ini?

Dra. Hartini M.Pd: *“Ya Solusinya Yaitu Melakukan Pelatihan Atau Sosialisasi Terhadap Guru-Guru Di Smkn 1 Kota Jambi”*

8. Nur Aida: Bagaimana Harapan Ibu Selama Penerapan Kurikulum Merdeka Belajar Untuk Kedepannya?

Dra. Hartini M.Pd: *“Artinya, Yang Direncanakan Pemerintah Saat Ini Adalah Un Yang Pertama Tidak Akan Diganti Dengan Bentuk Yang Disebut Penilaian, Kemudian Disederhanakan Satu Lembar Rpp.”*

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## Interview With The Teacher One At Smkn 1 Jambi City Putimasurai M.Pd

1. Nur Aida: Apa Pengertian Kurikulum Menurut Pendapat Ibu?

Putimasurai M.Pd: *“Kurikulum Merupakan Seperangkat Atau Suatu Sistem Rencana Pembelajaran Yang Dapat Dipedomani Dalam Aktivitas Belajar Mengajar.”*

2. Nur Aida: Sejak Kapan Sekolah Ini Sudah Menerapkan Kurikulum Merdeka Belajar Pak?

Putimasurai M.Pd: *“Kalau Tidak Salah Kurikulum Merdeka Belajar Untuk Di Smkn 1 Kota Jambi Mulai Diterapkan Juli 2022 Tepatnya Awal Tahun Ajaran Baru”*

3. Nur Aida: Apakah Sekolah Ini Diwajibkan Untuk Menerapkan Kurikulum Merdeka Belajar Pak?

Putimasurai M.Pd: *“Iya Diwajibkan Karena Smkn 1 Kota Jambi Adalah Salasatu Sekola Pusat Keunggulan Yang Secara Langsung Diberi Oleh Menteri Pendidikan”*

4. Nur Aida: Apa Yang Ibu Ketahui Tentang Kurikulum Merdeka Belajar?

Putimasurai M.Pd: *“Yang Saya Ketahui Kurikulum Merdeka Belajar ialah Kurikulum Dengan Pembelajaran Intrakurikuler Yang Beragam. Dengan Kurikulum Ini Maka Pembelajaran Akan Lebih Maksimal Agar Peserta Didik Memiliki Cukup Waktu Untuk Mendalami Konsep Dan Memperkuat Kompetensinya.”*

5. Nur Aida: Apakah Kurikulum Merdeka Belajar Ini Malah Membebani Kinerja Guru?

Putimasurai M.Pd: *“Sedikitpun Tidak Membebani Malah Membuat Motivasi Kami Selaku Guru Untuk Lebih Kreatif Dalam Proses Pembelajaran”*

6. Nur Aida: Bagaimana Pandangan Ibu Terhadap Penerapan Kurikulum Merdeka Belajar?

Putimasurai M.Pd: *“Literasi Yang Saya Baca Berdasarkan Penjelasan Dari Menteri Pendidikan Dan Kebudayaan Nadiem Makarim, Pertama Yang Saya Tangkap Adalah Un 2020 Dihapuskan, Kemudian Konsep Rpp Dipersingkat Menjadi Sisa. Satu Lembar Kemudian Rencana Konsep Yang*

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*Diterapkan Dalam Lingkungan Pendidikan Tidak Hanya Terfokus Pada Guru Sebagai Pembelajar Tetapi Siswa Sebagai Objek Pembelajaran Ia Mampu Mengembangkan Kreativitasnya Dalam Menciptakan Hasil Baru Dalam Dunia Pendidikan” .*

7. Nur Aida: Bagaimana Penerapan Kurikulum Merdeka Belajar Yang Ibu Lakukan Pada Mata Pelajaran Bahasa Inggris?

Putimasurai M.Pd *“Penerapan Kurikulum Di Smk Negeri 1 Kota Jambi Pada Kelas X Pada Mata Pelajaran Bahasa Inggris Siswa Diberikan Kebebasan Untuk Mencari Literasi Secara Elektronik Sehingga Mampu Menggali Potensi Dirinya Dengan Menggunakan Kemampuan Literasi Selain Buku Di Sekolah, Sehingga Menggunakan Media Elektronik. Literasi Mereka Mencari Bahan Pendukung Dari Materi Yang Disampaikan Guru Kepada Siswa Kemudian Siswa Mencari Materi Lain Yang Dapat Mendukung Tugas Yang Diberikan”.*

8. Nur Aida: Apa Saja Kendala Yang Ibu Hadapi Dalam Penerapan Kurikulum Merdeka Belajar Pada Mata Pelajaran Bahasa Inggris Bu?

Putimasurai M.Pd *“Faktor-Faktornya Itu Dari Peserta Didik Itu Sendiri Kemudian Dari Internal Sekolah Mulai Dari Tenaga Pendidik, Tenaga Kependidikan Dan Seluruh Pihak Lainnya Itu Sangat Berperan Termasuk Peran Dari Orang Tua Siswa Jadi Kolaborasi Ketiganya Itu Akan Menghasilkan Peserta Didik Atau Output Yang Bisa Kita Banggakan Secara Bersama-Sama”.*

9. Bagaimana Solusi Ibu Selaku Guru Bahasa Inggris Dalam Menghadapi Kendala Saat Penerapan Kurikulum Merdeka Belajar Saat Ini?

Putimasurai M.Pd *“Ya Dengan Mengikuti Pelatihan/Sosialisasi Dari Sekolah Maupun Dari Dinas Pendidikan”*

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## Interview With Th Teacher Two At Smkn 1 Jambi City

**Halimah S.Pd**

1. Nur Aida: Apa Engertian Kurikulum Menurut Pendapat Ibu?

Halimah S.Pd: *“Kurikulum Adalah Perangkat Mata Pelajaran Dan Program Pendidikan Yang Diberikan Oleh Suatu Lembaga Penyelenggara Pendidikan Yang Berisi Rancangan Pelajaran”*

2. Nur Aida: Sejak Kapan Sekolah Ini Sudah Menerapkan Kurikulum Merdeka Belajar Pak?

Halimah S.Pd: *“Awal Semester 2022/2023”*

3. Nur Aida: Apakah Sekolah Ini Diwajibkan Untuk Menerapkan Kurikulum Merdeka Belajar Pak?

Halimah S.Pd: *“Saya Rasa Iya Karena Sekolah Ini Sekolah Pusat Keunggulan Yang Langsung Dari Program Pemerintahan”*

4. Nur Aida: Apa Yang Ibu Ketahui Tentang Kurikulum Merdeka Belajar?

Halimah S.Pd: *“Ya Alhamdulillah, Penerapan Kurikulum Diberikan Kepada Siswa Dan Guru Untuk Menjelaskan Bagaimana Siswa Dan Guru Menggunakan Strategi Siswa Agar Guru Dan Siswa Dapat Memahami Materi Yang Diberikan Oleh Guru Melalui Beberapa Referensi, Termasuk Salah Satunya Media- Media Sosial Internet Dan Lain Sebagainya, Namun Masih Ada Guru Dan Siswa Yang Kurang Memahami Aplikasi Ini”.*

5. Nur Aida: Apakah Kurikulum Merdeka Belajar Ini Malah Membebani Kinerja Guru?

Halimah S.Pd: *“Tidak”*

6. Nur Aida: Bagaimana Pandangan Anda Terhadap Penerapan Kurikulum Merdeka Belajar?

Halimah S.Pd: *Saya Setuju Dengan Penerapan Kurikulum Merdeka, Karena Kurikulum Merdeka Memiliki Keunggulan Lebih Fokus Pada Materi Yang Penting Atau Esensial, Sehingga Belajar Lebih Mendalam Dan Tidak Terburu-Buru.”*

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7. Nur Aida: Bagaimana Penerapan Kurikulum Merdeka Belajar Yang Ibu Lakukan Pada Mata Pelajaran Bahasa Inggris?

Halimah S.Pd: *“Ya Sederhanah Saya Mengikuti Kehendak Murid Mau Bagaimana Proses Pembelajaran Seperti Diskusikah, Hapalan, Membaca Dan Lain-Lain”*

8. Nur Aida: Apa Saja Kendala Yang Ibu Hadapi Dalam Penerapan Kurikulum Merdeka Belajar Pada Mata Pelajaran Bahasa Inggris Bu?

Halimah S.Pd: *“Kendalanya Ya Masih Kurangnya Pemahaman Murid Tenang Kurikulum Merdeka Belajar Ini”*

9. Bagaimana Solusi Ibu Selaku Guru Bahasa Inggris Dalam Menghadapi Kendala Saat Penerapan Kurikulum Merdeka Belajar Saat Ini?

Halimah S.Pd: *“Harus Ada Sosialisasi Atau Pelatihan Tentang Kurikulum Ini Terhadap Guru Maupun Murid”*

## Interview With The Teacher Three At Smkn 1 Jambi City

### Arpan S.Pd

1. Nur Aida: Apa Pengertian Kurikulum Menurut Pendapat Bapak?

Arpan S.Pd: *“Kurikulum Merdeka Belajar Ini Cukup Baik Tapi Saya Masi Kurang Memahaminya”*

2. Nur Aida: Sejak Kapan Sekolah Ini Sudah Menerapkan Kurikulum Merdeka Belajar Pak?

Arpan S.Pd: *“Iya”*

3. Nur Aida: Apakah Sekolah Ini Diwajibkan Untuk Menerapkan Kurikulum Merdeka Belajar Pak?

4. Nur Aida: Apa Yang Bapak Ketahui Tentang Kurikulum Merdeka Belajar?

Arpan S.Pd: *“Um, Aku Sudah Biasa Mendengar Tentang Kemandirian Belajar, Tapi Secara Keseluruhan Maknanya Tidak Terlalu Detail.”*

5. Nur Aida: Apakah Kurikulum Merdeka Belajar Ini Malah Membebani Kinerja Guru?

Arpan S.Pd: *“Tidak Hanya Saja Saya Belum Begitu Tau Tentang Kurikulum Ini”*

6. Nur Aida: Bagaimana Pandangan Anda Terhadap Penerapan Kurikulum Merdeka Belajar?

Arpan S.Pd: *“Pandangan Saya Harus Ada Sosialisasi Kedepannya Agar Guru Dan Murid Bisa Memahami Apa Itu Kurikulum Merdeka Belajar”*

7. Nur Aida: Bagaimana Penerapan Kurikulum Merdeka Belajar Yang Ibu Lakukan Pada Mata Pelajaran Bahasa Inggris?

Arpan S.Pd: *“Bentuk Kurikulum Merdeka Belajar Itu Konsepnya Benar Untuk Siswa, Mereka Tidak Begitu Mengerti Tetapi Pada Dasarnya Konsep Ini Diterapkan Karena Kami Belajar Online Selama Pandemi Covid-19, Sebenarnya Sudah Diterapkan Di Sini Sehingga Siswa Dapat Berkolaborasi Untuk Menemukan Materi Di Media Dalam Memecahkan Masalah, Masalah Atau Tugas Yang Diberikan Oleh Guru Mereka Banyak Mencari Di Media Sosial, Berinteraksi Dengan Guru Dengan Menggunakan Teknologi Whatsapp, Teknologi Zoom, Web Dan Sebagainya Atau Google Classroom”.*

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8. Nur Aida: Apa Saja Kendala Yang Ibu Hadapi Dalam Penerapan Kurikulum Merdeka Belajar Pada Mata Pelajaran Bahasa Inggris Bu?

Arpan S.Pd: *“Untuk Saya Pribadi Kendalanya Ya Itu Saya Belum Begitu Memahami Konsep Merdeka Belajar Itu Seperti Apa Dan Bagai Mana Cara Menerapkannya”*

9. Bagaimana Solusi Ibu Selaku Guru Bahasa Inggris Dalam Menghadapi Kendala Saat Penerapan Kurikulum Merdeka Belajar Saat Ini?

Arpan S.Pd: *“Untuk Kedepannya Semogah Kurikulum Ini Jadi Lebih Baik Lagi”*

## APPENDIX THE LEARNING IMPLEMENTATION PLANNING (RPP) ASSESSMENT CHECKLIST)

| Numb | Learning Administration Component   | Condition |    |
|------|---|-----------|----|
|      |   | There Is  | No |
| 1    | RPP Identity  |           |    |
|      | 1. Includes Education Units, Classes, Semesters, Programs, Subjects, Number Of Meetings.                                  |           |    |
| 2.   | SK And KD Formulations  |           |    |
|      | 1. Formulation Of Competency Standards (SK) And Basic Competencies (KD) According To Content Standards.                   |           |    |
|      | 2. The Link Between SK And KD   |           |    |
| 3.   | Formulation Of Competency Achievement Indicators (GPA)  |           |    |
|      | 1. There Is Conformity With The Indicators On The Syllabus.   |           |    |
|      | 2. Indicators Are Developed According To Characteristics Of Students, Subjects, Education Units, And Regional Potentials. |           |    |
|      | 3. Indicators Are Formulated Using Operational Verbs That Can Be  |           |    |

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|    |   |  |  |
|----|---|--|--|
|    | Measured And Observed Which Include Knowledge, Skills And Attitudes.  |  |  |
|    | 4. Indicators Are Used As The Basis For Developing Assessment Tools.  |  |  |
|    | 5. Each KD Is Developed Into Several Indicators (Minimum One KD There Are Three Indicators)                                 |  |  |
|    | 6. Operational Verbs (KKO) On Achievement Indicators Not Exceeding The KKO Thinking Level In KD                             |  |  |
| 4. | Formulation Of Learning Objectives  |  |  |
|    | 1. Describe The Learning Process And Outcomes That Are Expected To Be Achieved By Students According To Basic Competencies. |  |  |
| 5. | Formulation Of Teaching Materials   |  |  |
|    | 1. Contains Relevant Facts, Concepts, Principles, And Procedures  |  |  |
|    | 2. Coverage Of Material According To The Competence To Be Achieved.   |  |  |
| 6. | Time Allocation Formula   |  |  |
|    | 1. In Accordance With The Needs For Achieving KD And Learning Load  |  |  |
| 7. | Learning Method Formula   |  |  |
|    | 1. According To The Situation And Conditions Of Students  |  |  |
|    | 2. According To The Characteristics   |  |  |



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|    |  |  |  |
|----|--|--|--|
|    | Of The Indicators And Competencies To Be Achieved In Each Subject  |  |  |
|    | 3. Referring To The Learning Activities Specified In The Syllabus  |  |  |
| 8. | Formula For Learning Activities  |  |  |
|    | A. Preliminary Activities  |  |  |
|    | 1. Preparation Of Students   |  |  |
|    | 2. Apperception And Motivation   |  |  |
|    | 3. Explanation Of The Purpose  |  |  |
|    | 4. Coverage Of Material Based On KD  |  |  |
|    | B. Core Activities   |  |  |
|    | 1. The Formulation Of The Steps Of The Learning Process To Achieve Learning Objectives Based On The Learning Methods And Strategies That Will Be Used.   |  |  |
|    | 2. Formulation Of Interactive, Inspirational, Fun, Challenging Learning Activities, Motivating Students To Participate Actively And Providing Sufficient Space For Initiative, Creativity, And Independence In Accordance With Talents, Interests, And Physical And Psychological Development Of Students. |  |  |
|    | 3. Formulation Of The Exploration, Elaboration, And Confirmation Process   |  |  |
|    | C. Closing Activities  |  |  |

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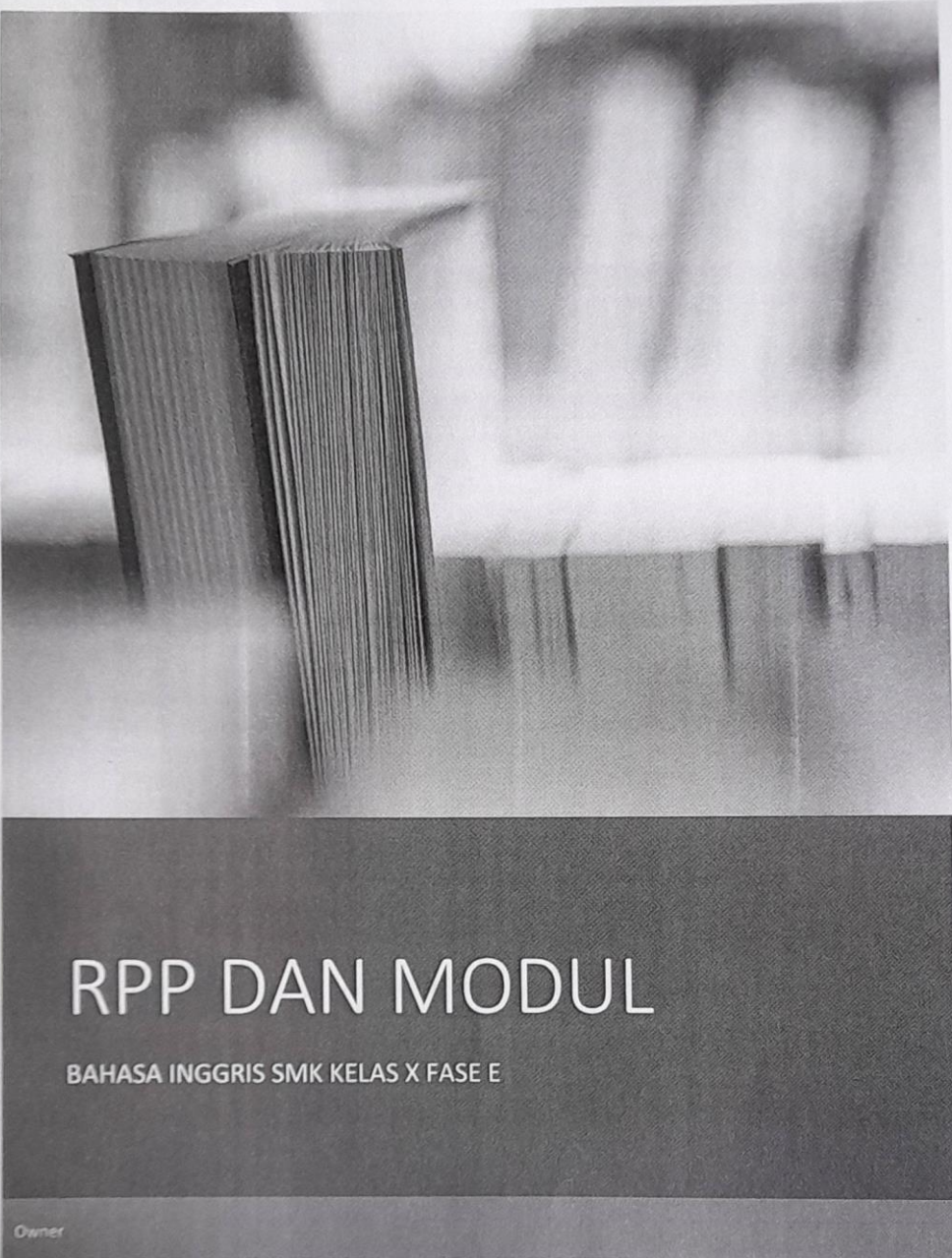
|     |   |  |  |
|-----|---|--|--|
|     | 1. Formulas For Ending Learning Activities  |  |  |
|     | 2. Formulas To Make A Summary Or Conclusion And Assessment  |  |  |
|     | 3. Formulas To Provide Feedback And Follow-Up   |  |  |
|     | 4. Formulation Of Informing Tasks (PT And KMTT)   |  |  |
|     | 5. Formulas For Informing Lesson Plans For The Next Meeting   |  |  |
| 9.  | Formula For Assessment Of Learning Outcomes   |  |  |
|     | 1. Formulation Of Procedures And Instruments For Assessment Of Learning Outcomes And Processes Adjusted To Competency Achievement Indicators.         |  |  |
|     | 2. Assessment Formula Refers To Assessment Standards  |  |  |
|     | 3. There Are Attachments Of Questions And Answers According To Competency Achievement Indicators  |  |  |
| 10. | Learning Resources Formulation  |  |  |
|     | 1. The Formula For Determining Learning Resources Is Based On SK, KD, Teaching Materials, Learning Activities, And Competency Achievement Indicators. |  |  |
| 11. | Formulation Of Character Values   |  |  |

|  |  |  |
|--|--|--|
| Developed/Instilled                          |  |  |
| 1. Character Values Developed Based On SK-KD |  |  |



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State Islamic University of Sulthnan Thaha Saifuddin Jambi

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|                |                                   |
|----------------|-----------------------------------|
| Penulis        | : Putimasurai, S. Pd., Gr., M. Pd |
| Sekolah        | : SMKN 1 Kota Jambi               |
| Mata Pelajaran | : Bahasa Inggris                  |
| Kelas          | : 10/ Fase E                      |
| Semester       | : Ganjil                          |
| Alokasi Waktu  | : 6 JP                            |

#### Deskripsi Modul Ajar

Modul ajar ini disusun dalam konteks Budaya Jambi dalam rangka meningkatkan kepedulian terhadap budaya lokal dalam perspektif internasional.

#### Profil Pelajar Pancasila

- **Beriman dan Bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia**  
Berdoa sebelum dan sesudah pembelajaran  
Menjunjung tinggi kejujuran selama kegiatan belajar
- **Mandiri**  
Menunjukkan sikap tanggung jawab dan regulasi diri dalam belajar, mengerjakan tugas, kuis, dan asesmen
- **Bergotong Royong**  
Menunjukkan sikap kepedulian terhadap sekitar dalam mengemukakan pendapat dan gagasan mengenai teks deskripsi, recount, dan narrative  
Menunjukkan sikap kolaboratif dalam pembelajaran berkelompok
- **Berkebinekaan Global**  
Mengenal dan menghargai budaya dalam contoh-contoh Descriptive Text tentang tempat-tempat yang ada disekitarnya dalam perspektif global, Recount Text tentang sejarah phenomena budaya yang terjadi disekitarnya dalam perspektif global, dan Narrative Text tentang karya fiksi atau legenda yang ada disekitarnya dalam perspektif global
- **Bernalar Kritis**  
Menganalisis ide pokok, informasi detil, dan informasi tersirat dari contoh-contoh Descriptive Text, Recount Text, dan Narrative Text
- **Kreatif**  
Memilih atau menentukan topik menarik dan relevan yang akan ditulis dan dipresentasikan di semester berikutnya  
Mengembangkan karya kreatif sesuai dengan minat dalam konteks Descriptive Text, Recount Text, atau Narrative Text

#### Cara Penggunaan Modul

Guru membaca capaian pembelajaran dan memilih berbagai pilihan materi dan tugas yang dapat digunakan untuk pembelajaran yang dapat disesuaikan dengan lingkungannya. Terdapat tips dan panduan serta alternatif tugas yang membantu guru menerapkan bahan ajar ini.



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#### Relevansi Project

Perangkat ajar ini mencakup capaian pembelajaran, materi, tugas, pengayaan, petunjuk beserta link yang dapat diklik sebagai bahan ajar yang akan membantu guru mengintegrasikan materi ke perangkat Google Workspace for Education.

#### Sarana Prasarana

- Komputer/Laptop/Smartphone
- Koneksi Internet (Online library: <https://fliphtml5.com/bookcase/hqatg> )
- Disarankan: Akun Google Workspace for Education (contoh: belajar.id), atau akun Google pribadi

#### Model Pembelajaran

- Tatap Muka/Pembelajaran Hybrid/Pembelajaran Blended
- Flipped Classroom
- Model Pembelajaran: Discovery Learning

#### Capaian Pembelajaran FASE E (SMK KELAS 10)

Pada akhir fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca

#### Tujuan Pembelajaran FASE E (SMK KELAS 10)

**E.1** Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari ragam teks deskripsi, recount, dan narative lisan maupun tulisan yang disajikan dalam bentuk multimoda dalam lingkup minat remaja.

**E.2** Menjelaskan karakteristik, rangkaian penyusunan dan pengembangan gagasan secara sederhana dari ragam teks deskripsi, recount, dan narative lisan dan tulisan dalam bentuk multimoda dalam lingkup minat remaja.

**E.3** Menganalisa makna tersurat dari ragam teks deskripsi, recount, dan narative lisan dan tulisan dalam bentuk multimoda dalam lingkup minat remaja.

**E.4** Menguraikan gagasan dan pendapat disertai dengan alasan sederhana terhadap ragam teks deskripsi, recount, dan narative yang disajikan dalam bentuk multimoda dalam lingkup minat remaja.

E.5 Mendemonstrasikan komunikasi yang efektif dalam penyampaian gagasan dan pendapat secara sederhana di berbagai diskusi, kegiatan kolaborasi, dan presentasi untuk berbagai tujuan.

#### Pertemuan 1-2

| Materi  | Kegiatan   | Tujuan Pembelajaran   |
|---|--|---|
| <i>Descriptive Text</i><br><i>Social Function</i> | <b>Kegiatan Pembuka</b><br>1. Stimulasi oleh guru:<br>Pertanyaan pemantik: <i>Seperti apa teks deskriptif yang anda ketahui?</i> | E.1 Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari ragam teks deskripsi, lisan maupun tulisan yang disajikan dalam bentuk multimoda dalam lingkup minat remaja. |
| <i>Main Idea</i>                                  | <b>Kegiatan Inti</b>   |   |
| <i>Detail Information</i>                         | 2. Identifikasi Masalah:<br><i>Bagaimana contoh Descriptive Text?</i>  |   |
| <i>Slide</i>                                      | 3. Pengumpulan Data:<br><i>Mengumpulkan informasi mengenai Descriptive Text</i>  |   |
| <i>Pdf</i>  | 4. Pengolahan Data:<br><i>Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dalam Descriptive Text</i>           |   |
| <i>Video</i>                                      | 5. Pembuktian:<br>Formative asesmen  |   |
| Penilaian/<br>Asesmen                             | 6. Menarik Kesimpulan:<br><i>Review</i>  |   |
| Lembar Refleksi diri                              | <b>Kegiatan Penutup</b><br>7. Refleksi   |   |

#### Pertemuan 3-4

| Materi                  | Kegiatan   | Tujuan Pembelajaran   |
|-------------------------|--|---|
| <i>Descriptive Text</i> | 1. Kegiatan Pembuka  | E.2 Menjelaskan karakteristik, rangkaian penyusunan dan pengembangan gagasan secara sederhana dari ragam teks deskripsi, lisan dan tulisan dalam bentuk multimoda dalam lingkup minat remaja. |
| <i>Text Structure</i>   | 2. Stimulasi oleh guru:<br>Pertanyaan Pemantik: <i>Descriptive Text seperti apa yang familiar dengan anda?</i> |   |
| <i>Slide</i>            | 3. Identifikasi Masalah:<br><i>Bagaimana karakteristik Descriptive Text?</i>                                   |   |
| <i>Pdf</i>              | 4. Pengumpulan Data:<br><i>Mengumpulkan informasi mengenai penyusunan Descriptive Text</i>                     | E.3 Menganalisa makna tersurat dari ragam teks deskripsi lisan dan tulisan dalam bentuk multimoda dalam lingkup minat remaja.   |
| <i>Video</i>            | 5. Pengolahan Data:  |   |
| Penilaian/<br>Asesmen   |  |   |

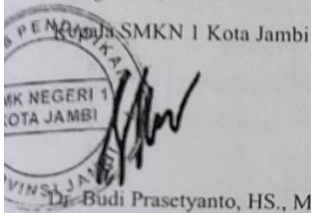


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7. Refleksi
8. Flipped Classroom:  
Memahami pembelajaran  
berikutnya mengenai konteks dan  
gagasan utama pada sebuah  
recount text

Mengetahui,



Dr. Budi Prasetyanto, HS., M. Pd.

NIP: 19751001 200604 1 011

Kota Jambi, 12 September 2022

Penulis,

A handwritten signature in black ink, appearing to be 'Putimasurai'.

Putimasurai, S. Pd., Gr., M. Pd

NIP: 19910605 201504 2 001

## APPENDIX DOCUMENTATION

### TRAINING IN MERDEKA BELAJAR CURRICULUM LEARNING AT SMK NEGERI 1 CITY OF JAMBI



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## INTERVIEW WITH THE PRINCIPAL OF SMKN 1 JAMBI CITY



## INTERVIEW WITH THE PRINCIPAL OF SMKN 1 JAMBI CITY



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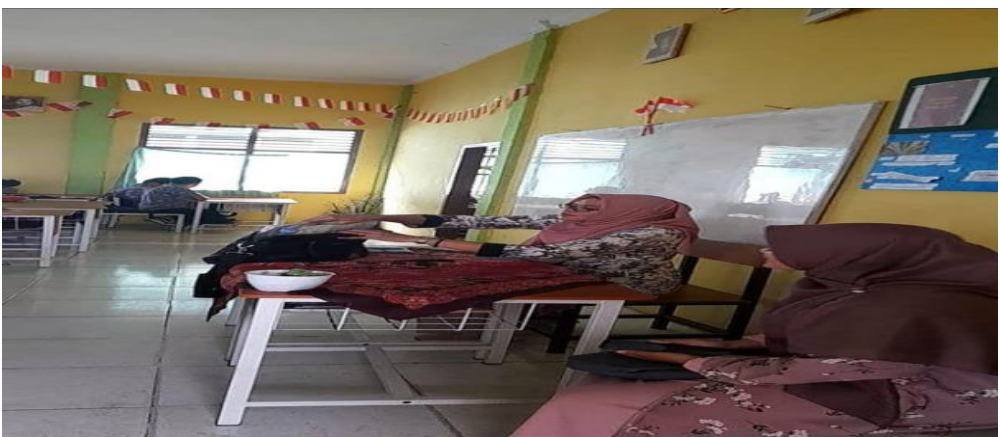


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**THE PROCESS OF LEARNING ENGLISH TEACHING CLASS X  
STUDENTS OF SMKN 1 KOTA JAMBI**







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State Islamic University of Sulthhan Thaha Saifuddin Jambi

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## APPENDIX SURAT PERNYATAAN RESPONDEN/SUBJEK PENELITIAN SKRIPSI

### SURAT PERNYATAAN RESPONDEN/SUBJEK PENELITIAN SKRIPSI MAHASISWA

Yang Bertanda Tangan Dibawa Ini:

Nama : Budi Prasetyanto, HS, M.Pd

Jabatan : Kepala Smkn 1 Kota Jambi

Dengan ini "BERSEDIA/~~TIDAK BERSEDIA~~" nama saya dan nama lokasi penelitian dicantumkan dalam laporan penelitian skripsi mahasiswa berikutini:

Nama : Nur aida

Tempat, Tgl. Lahir : Tanah Garo 30 September 1999

Jurusan/Prodi : Bahasa Inggris

Judul Skripsi : An Analysis On The Impemantion Of The Merdeka Belajar Curriculum By The English Teacher At Tenth Grade At Smkn 1 Jambi City

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Jambi, september 2022

Yang Menyatakan

  
Budi Prasetyanto, HS, M.Pd  
197510012006041011

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+SURAT PERNYATAAN RESPONDEN/SUBJEK PENELITIAN SKRIPSI  
MAHASISWA

Yang Bertanda Tangan Dibawa Ini:

Nama : Dra.Hartini. M.Pd

Jabatan : Kepala Smkn 1 Kota Jambi

Dengan ini "BERSEDIA/~~TIDAK BERSEDIA~~" nama saya dan nama lokasi penelitian dicantumkan dalam laporan penelitian skripsi mahasiswa berikutini:

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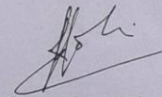
Tempat, Tgl. Lahir : Tanah Garo 30 September 1999

Jurusan/Prodi : Bahasa Inggris

Judul Skripsi : An Analysis On The Impemantion Of The  
*Merdeka Belajar* Curriculum By The English  
Teacher At Tenth Grade At Smkn 1 Jambi  
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Jambi, september 2022  
Yang Menyatakan



Dra.Hartini. M.Pd  
196307101987032005

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SURAT PERNYATAAN RESPONDEN/SUBJEK PENELITIAN SKRIPSI  
MAHASISWA

Yang Bertanda Tangan Dibawa Ini:

Nama : Arpan, S.Pd

Jabatan : Guru Bahasa Inggris

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Jurusan/Prodi : Bahasa Inggris

Judul Skripsi : An Analysis On The Impemantion Of The Merdeka Belajar Curriculum By The English Teacher At Tenth Grade At Smkn 1 Jambi City

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Arpan, S.Pd

196405221989031007

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SURAT PERNYATAAN RESPONDEN/SUBJEK PENELITIAN SKRIPSI  
MAHASISWA

Yang Bertanda Tangan Dibawa Ini:

Nama : Halimah, S.Pd

Jabatan : Guru Bahasa Inggris

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Nama : Nur aida

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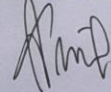
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Jambi, september 2022

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Halimah, S.Pd

197310282003122003

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SURAT PERNYATAAN RESPONDEN/SUBJEK PENELITIAN SKRIPSI  
MAHASISWA

Yang Bertanda Tangan Dibawa Ini:

Nama : Putimasurai, M.Pd

Jabatan : Guru Bahasa Inggris

Dengan ini "~~BERSEDIA~~/~~TIDAK BERSEDIA~~" nama saya dan nama lokasi penelitian dicantumkan dalam laporan penelitian skripsi mahasiswa berikutini:

Nama : Nur aida

Tempat, Tgl. Lahir : Tanah Garo 30 September 1999

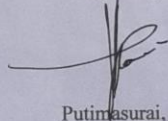
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Putimasurai, M.Pd  
199106052015042001

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## CURICULUM VITAE



### A. Personal Bios

- |                         |   |
|-------------------------|---|
| 1. Name                 | : Nur Aida  |
| 2. Jenis Kelamin        | : Perempuan   |
| 3. Tempat tanggal lahir | : Desa Tanah Garo, 30 September 1999                    |
| 4. Kebangsaan           | : Indonesia   |
| 5. Status               | : Belum Kawin   |
| 6. Tinggi, Berat Badan  | : 155 CM  |
| 7. Agama                | : Islam   |
| 8. Alamat               | : Jl. Kenali Besar. RT 04 Kec. Kota baru. Kota<br>Jambi |
| 9. No Hp                | : 082236385068  |
| 10. Email               | : nuraidayulitasari367@gmail.com                        |

### B. Educational History

1. Universitas islam Negeri Sulthan Thaha Saifuddin Jambi 2018- 2022
2. SMA Islam Al-Falah Kota Jambi 2015- 2018
3. SMP Negeri Satu Atap No 41/VIII Tanah Garo
4. SD Negeri Satu Atap No 41/VIII Tanah Garo 2006-2012

### C. Organizational Experience

1. KOPEL Komunitas Pohon Pelangi Universitas islam Negeri Sulthan Thaha Saifuddin Jambi Sebagai Anggota
2. HINMASTE Himpunan Mahasiswa Tebo Sebagai Anggota
3. PMII Universitas islam Negeri Sulthan Thaha Saifuddin Jambi Sebagai Anggota
4. Palang Merah Remaja (PMR) SMA Islam AL-FALAH KOTA JAMBI Sebagai Anggota
5. Pramuka SMA Islam AL-FALAH KOTA JAMBI Sebagai Anggota

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