

**ENGLISH TEACHERS' PERCEPTIONS ON THE IMPLEMENTATION
OF KURIKULUM MERDEKA AT SENIOR HIGH SCHOOLS**

SKRIPSI

*Submitted in Partial Fulfillment of Requirements
For Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**

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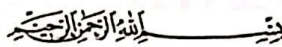


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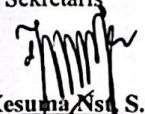
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ABSTRACT

Dina Lovita Sari. 2002050083. English Teachers' Perceptions on The Implementation of Kurikulum Merdeka at Senior High Schools. Universitas Muhammadiyah Sumatera Utara. Medan. 2024.

This research investigates English teachers' perceptions of the implementation of Kurikulum Merdeka at senior high schools in Indonesia. Kurikulum Merdeka, a new curriculum framework, aims to empower teachers and students by providing flexibility and autonomy in the learning process. This study aims to uncover the challenges and opportunities faced by English teachers in adapting to this new curriculum, exploring their perspectives on its impact on teaching practices, student engagement, and overall learning outcomes. The research employs a qualitative approach, utilizing semi-structured interviews with English teachers from various senior high schools. The findings of this study will provide valuable insights into the implementation of Kurikulum Merdeka from the perspective of English teachers, highlighting areas for improvement and potential strategies to enhance its effectiveness. The research contributes to the ongoing discourse on curriculum reform in Indonesia, offering practical recommendations for policymakers and educators to ensure successful implementation of Kurikulum Merdeka and facilitate quality English language education in senior high schools.

Keywords: Kurikulum Merdeka, English Teachers' Perceptions, Challenges and Opportunities

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Perception is the cognitive capacity that enabled us to make sense of the sensory input we received from our surroundings. Perception is a central element of several theoretical frameworks (McDonald, 2012). By engaging in this process, The observations, auditory experience and emotions can be ascribe significantly. Every person had a distinct method of interpreting sensory information, which was shaped by their personal experiences, cultural background, motivations, and emotions. Perception allowed us to form a comprehensive understanding of our surroundings, organize the information we received, and derive meaningful interpretations based on our unique perspectives. According to (Maison, *et al.*, 2021) it was expected that perspective could make several objectives achievable and fulfilled properly. Our perception was a powerful force that shaped our interactions with the world and those around us, allowing us to understand and interpret our surroundings in a deeply personal and individual manner.

English teacher perceptions referred to teachers' perspectives and interpretations regarding different aspects of teaching the English language. People's understanding and interpretation of English language teaching related to how they perceived the teaching and learning process. These perceptions shaped their teaching approaches, interactions with students, ways of evaluating learning, and views on the English language teaching profession. Teachers developed their

beliefs about effective teaching methods, positive student interactions, evaluating learning progress, and the expectations and challenges of the teaching profession through their perceptions. As stated by (Aksyah, *et al.*, 2021) Teachers could give the learning module to the students, and the teachers had to be creative in delivering the teaching material. Teacher perspectives also encompassed opinions regarding the significance of ongoing professional growth, training, and improving skills in English language instruction. Gaining insight into the perceptions of English teachers was crucial for enhancing teaching quality, fostering solid teacher-student connections, and cultivating a supportive and inclusive learning atmosphere. (Konokman, *et al.*, 2019) said that, educators should possess a comprehensive understanding of the goals, subject matter, instructional strategies, and assessment methods and effectively implement them during the teaching and learning process to effectively address the requirements of the present-day curriculum.

According to the Ministry of Education, Culture, Research, and Technology (Kemendikbud), the Kurikulum Merdeka was a curriculum that emphasized diverse intracurricular learning. The aim was to provide students ample time to explore concepts and enhance their competencies, resulting in more optimal content. They introduced the Kurikulum Merdeka in response to the evolving needs and expectations of the current era, which required modifications in the education system especially in the learning implementation plan, student worksheets, Higher Order Thinking Skills and methodology. This was an expectation that was expected by the Ministry of Education and Culture. In addition, the Kurikulum Merdeka also strongly emphasized project-based learning to foster the growth of essential skills

and character in line with the Pancasila Student profile. This curriculum was designed to offer students ample opportunities to delve into concepts and enhance their skills. In addition, the Ministry of Education, Culture.

This study examined in depth the implementation of HOTS (Higher Order Thinking Skills)-based learning through the analysis of RPP (Lesson Implementation Plan) and LKPD (Student Worksheet) designed with effective learning methods. The focus of this study was on how RPP and LKPD that had been integrated with HOTS and certain learning methods could improve students' high-level thinking skills. The analysis covered aspects such as the suitability of RPP and LKPD with competency standards and basic competencies, the integration of HOTS in learning activities, the clarity of instructions and steps in LKPD, and the effectiveness of the learning methods applied in improving students' critical, creative, analytical, and problem-solving thinking skills.

In reality, currently, the implementation of the Kurikulum Merdeka had not been carried out comprehensively, especially in several private schools. This was because there were still many teachers and private or government schools that used the previous curriculum, namely the 2013 curriculum, as a reference for learning media. For example, there were still teachers who made a 1-page Learning Implementation Plan (RPP).

The goal was that teachers chose the 2013 Curriculum because it was considered easier to implement and flexible in helping students understand the subject matter. They felt accustomed to the learning methods applied in the 2013 Curriculum, and it was difficult to adapt to the new Kurikulum Merdeka. In

addition, the lack of socialization and training, as well as limited facilities and infrastructure in schools were also obstacles to the implementation of the Kurikulum Merdeka. It was proven from the observation of researches during the PLP/Practical Teaching.

Given the context of the teaching and learning process in schools, the researcher aimed to analyze the “English Teachers' Perceptions On The Implementation Of Kurikulum Merdeka At Senior High Schools”. With the hope that the use of the contextual learning model could examine how English teachers viewed the implementation of Kurikulum Merdeka.

1.2 Scope And Limitation

In this research, the researcher focused on the perception of English teachers dealing with the implementation of the Kurikulum Merdeka in high schools. The schools were limited in private schools.

1.3 Identification of the Problem

Based on the background above, the problems of the study were:

- 1.1 Teachers' knowledge about understanding the implementation of the Kurikulum Merdeka was still not good enough.
- 1.2 There were some challenges faced by teachers in implementing the Kurikulum Merdeka.
- 1.3 Teachers were lacking of socialization of the Kurikulum Merdeka implementation.
- 1.4 Facilities and infrastructure did not support the implementation of the Kurikulum Merdeka.

1.4 Formulation of the Problem

The problem of this study dealt with “how was the English Teachers’ Perception on the implementation Kurikulum Merdeka at senior high schools?”

1.5 Objective of Study

The objective of this research was to investigate english teachers' perceptions on the implementation of Kurikulum Merdeka at senior high schools.

1.6 Significance of Study

The significance of the study as followed:

1. Theoretically

This study would be an exciting teaching perception and also informed the readers that there were many ways teachers could gain the perception of teaching English in the Kurikulum Merdeka.

2. Practically

This research could be used as a reference material for researchers and teachers related to this study. This research provided useful information for teachers who were interested in implementing the Kurikulum Merdeka. The results obtained from this study were expected to be useful for teachers as additional materials in teaching by utilizing the progress of the existing curriculum, namely the “Kurikulum Merdeka”

CHAPTER II

REVIEW OF LITERATURE

2.1.1 Theoretical Framework

In the theoretical research framework, the writer must clearly understand the study's fundamental concept from the start. When conducting research, providing clear explanations for every term used is crucial. This helps prevent misunderstandings and ensures that both the writer and the reader are on the same page when implementing the research. The terms utilized in this study are as follows:

2.1.1. Description of English Teachers' Perceptions

According to the (Zai, 2024) Perception is the ability to interpret something with insight. The perception of English teachers is that they are highly committed professionals who have a crucial impact on students' language and literary skills. They cultivate a passion for language and literature and equip students for success in academia and their future careers. It also encompasses the shared beliefs, attitudes, and perceptions that people, such as students, parents, colleagues, and the broader community, hold about educators who specialize in instructing English language, literature, writing, and communication abilities.

Teacher's perception can be a measurement to stimulate and developing certain learning materials (Syahdan, et al, 2022). This perception encompasses English teachers' overall image and reputation based on their qualities, actions, and impact in educational contexts. Perceptions of English teachers can differ based on

personal experiences and viewpoints. English teachers are highly regarded professionals who are crucial in educating students about the English language, literature, writing, and communication skills. They are frequently regarded as mentors who motivate and assist students in enhancing their language proficiency, critical thinking abilities, and creativity.

English teachers are often seen as patient, understanding, and enthusiastic about their subjects, working hard to foster an exciting and participatory learning atmosphere. Individuals need to possess exceptional communication skills, a mastery of the English language, and the capacity to articulate intricate ideas concisely and comprehensibly.

In addition, English teachers are frequently regarded as influential individuals who share knowledge and foster values like respect, empathy, and cultural appreciation. English teacher plays a necessary role in fostering the children's intellectual and social development of children during their formative years (Lestari, 2021). They are viewed as catalysts for personal and intellectual growth, assisting students in cultivating self-assurance in their language abilities and fostering their creative expression through written and spoken communication.

Perceptions regarding teacher characteristics may differ depending on individual experiences and cultural background. Nevertheless, certain typical traits are frequently linked to educators:

a. Well-informed

Teachers are seen as authorities in their subject matter, thoroughly comprehend the content they teach, and keep abreast of the latest advancements in their field.

b. Enthusiastic

Teachers with a genuine passion for their subject tend to be well-regarded. Passion can ignite students' interest and create a more captivating learning experience.

c. Teacher

Demonstrating patience is crucial for educators, who constantly engage with students from different backgrounds and with various learning preferences and abilities. Supportive teachers can assist students in navigating challenges and setbacks.

d. Compassionate

Educators who display compassion and sensitivity towards their students' needs and emotions are highly appreciated. Understanding and connecting with students personally is crucial for fostering positive teacher-student relationships and cultivating a nurturing learning atmosphere.

e. Proficient Communicators

Precise communication is vital for educators to effectively convey information, instructions, and feedback to their students. Practical communication skills are essential for teachers to establish a strong connection with their students and foster a conducive learning environment.

f. Flexible

Educators who adjust their instructional approaches to accommodate students' needs or evolving situations are highly regarded. Flexibility enables educators to meet the needs of various learning preferences and navigate unforeseen obstacles.

g. Efficient and Effective

Maintaining a sense of organization enables teachers to optimize their time, develop well-planned lessons, and foster a structured learning environment for students. Efficient organization plays a vital role in ensuring seamless classroom management.

h. Valuing Inspiration

Educators who can inspire and motivate students to achieve their utmost potential are greatly appreciated. Exceptional educators can foster self-assurance, drive, and a genuine passion for knowledge within their pupils.

i. Respect

Demonstrating respect for students, colleagues, and the learning process is essential for teachers to be seen as role models. Behaving respectfully promotes a welcoming and inclusive environment in the classroom.

j. Lifelong Learners

Educators who show dedication to continuous professional growth and a lifelong pursuit of knowledge are positive role models for their students. Teachers are highly regarded for their openness to learning and their growth-oriented mindset.

2.1.2 Description of Kurikulum Merdeka

Merdeka Curriculum has basically begun to be implemented in almost some schools in Indonesia (Rizaldi & Fatimah, 2022). According to (Kemendikbud, 2021) the Kurikulum Merdeka is a groundbreaking initiative brought forth by the Indonesian Ministry of Education, Culture, Research, and Technology, aimed at modernizing the education system in Indonesia. This concept strives to offer schools and educators the flexibility to create a curriculum catering to their students' specific needs and characteristics.

Context The Kurikulum Merdeka emerged as a solution to address the demand for education that is more pertinent, comprehensive, and flexible to keep up with the changing times. In addition, (Zamista & Deswita, 2023) aid that the Kurikulum Merdeka is a curriculum that has just been widely implemented in Indonesia as a substitute for the 2013 Curriculum. The previous curriculum was deemed inflexible and unable to cater to students' wide range of cultures, abilities, and requirements.

In addition, the Kurikulum Merdeka aims to achieve the following objectives:

a. Fostering Creativity and Innovation

The Kurikulum Merdeka strove to create an environment that allowed teachers and schools to cultivate inventive and imaginative approaches to learning.

b. Addressing Local Need

By adopting a more adaptable approach, this curriculum aimed to cater to the unique cultural, linguistic, and regional characteristics of each area.

c. Cultivating Character and Skills

Alongside its academic focus, the Kurikulum Merdeka placed great importance on fostering character, soft skills, and abilities that aligned with the demands of the professional realm.

The principles of the Kurikulum Merdeka embody the ideals that form the foundation of a dynamic, all-encompassing, and responsive education. These are the fundamental principles of the Kurikulum Merdeka:

a. Freedom to Design

This principle highlighted the significance of granting schools and educators the autonomy to create a curriculum that catered to students' unique needs and abilities in their specific setting.

b. Promoting inclusivity

The Kurikulum Merdeka was thoughtfully crafted to embrace and celebrate the rich tapestry of cultures, languages, and unique qualities of students. It aimed to create an inclusive learning environment where everyone was empowered with equal educational opportunities.

c. Importance of Relevance

This principle highlighted the significance of a curriculum that aligned with the current era's demands and the professional world's requirements. It ensured that students acquired skills in tune with the latest technological advancements and societal changes.

d. Fostering Creativity and Innovation

The Kurikulum Merdeka fostered an environment that nurtured and promoted innovative and creative learning methods, allowing students to explore and develop their creative potential fully.

e. Stakeholder Involvement

This principle highlighted the significance of including different relevant parties, including teachers, parents, and the community, in the curriculum design and implementation process. By doing so, education became a collective responsibility.

2.1.3 Specifications Of The Implementation Of The Kurikulum Merdeka

The Kurikulum Merdeka Implementation Specification outlines various learning tools that are utilized in academic settings. These tools include competency-based curriculum development, such as the RPP (Lesson Implementation Plan), LKPD (Student Worksheet), HOTS (Higher Order Thinking Skills), and various instructional methods. At this institution, the curriculum places a strong emphasis on fostering 21st-century skills and encouraging collaborative and innovative learning methods. This curriculum places a strong emphasis on ensuring that the learning experience is tailored to meet the unique needs and potential of each student. It also provides ample opportunities for students to explore and develop their creativity and leadership skills.

The implementation of the Kurikulum Merdeka sets it apart from the previous curriculum, specifically the 2013 Curriculum, in terms of its approach and

focus. The Kurikulum Merdeka places a strong emphasis on fostering student competencies as a whole, allowing for greater opportunities for creativity, innovation, and a deeper understanding of concepts. In addition, the Kurikulum Merdeka offers educators greater flexibility in selecting materials and instructional approaches that best suit the needs of their students. The Kurikulum Merdeka also emphasizes the incorporation of digital technology in education and fostering skills relevant to the 21st century. However, Curriculum 2013 is known for its structured approach, prioritizing dense and focused learning materials. In addition, Curriculum 2013 is closely aligned with the predetermined curriculum. Furthermore, Curriculum 2013 may reduce the focus on incorporating digital technology into learning and skills development.

Furthermore, there are notable distinctions in the approach and structure between the Learning Implementation Plan (RPP) of the Kurikulum Merdeka and the 2013 Curriculum. The RPP in the Kurikulum Merdeka places a strong emphasis on nurturing the overall growth and abilities of students. This RPP offers teachers more flexibility in creating learning experiences that are tailored to the needs of students and the specific circumstances of their community. Furthermore, the RPP of the Kurikulum Merdeka incorporates cutting-edge teaching techniques, prioritizes the cultivation of interpersonal skills, and incorporates continuous evaluations to monitor progress. In contrast, the RPP in the 2013 Curriculum is characterized by a greater level of organization and places a strong emphasis on following a set curriculum. The 2013 Curriculum RPP provides a comprehensive and structured approach, with strict adherence to regulations. The 2013 Curriculum

may prioritize the attainment of pre-established learning and curriculum objectives. On the other hand, the 2013 Curriculum RPP also includes elements such as module identity, initial competencies, student profiles, facilities and infrastructure, and learning models, just like the Kurikulum Merdeka RPP.

On the other hand, there are notable differences in the preparation and focus of the Student Worksheets (LKPD) in the Kurikulum Merdeka and the 2013 Curriculum. The Kurikulum Merdeka LKPD focuses on fostering 21st-century skills, encouraging creativity, and nurturing student innovation. This learning and teaching resource offers ample opportunities for students to engage actively in their education, foster their critical thinking skills, and promote collaboration among peers. The Kurikulum Merdeka LKPD promotes the integration of digital technology in education, fosters independent learning, and prioritizes practical aspects of learning that apply to real-world situations. The LKPD Curriculum 2013 emphasizes the provision of well-organized and easily assessable learning materials. This LKPD places a strong emphasis on attaining the learning objectives outlined in the curriculum. However, the LKPD Curriculum 2013 also incorporates a range of learning activities aimed at accomplishing the predetermined learning goals. The LKPD Curriculum 2013 may have a stronger focus on delivering information and knowledge to students in line with the prescribed curriculum.

There are notable differences in the approach and focus between the implementation of higher-order thinking Skills (HOTS) in the Kurikulum Merdeka and the 2013 Curriculum. In the Kurikulum Merdeka, there is a strong emphasis on developing student competencies, with a particular focus on higher-order thinking

skills. The Kurikulum Merdeka places a strong emphasis on fostering high-level thinking skills, including analysis, evaluation, and student creativity. Learning in the Kurikulum Merdeka emphasizes the practical application of knowledge in real-world situations, encourages collaboration, and incorporates the use of digital technology. On the other hand, in the 2013 Curriculum, there is also a focus on higher-order thinking skills (HOTS), but it is approached in a more structured and measurable manner. The 2013 Curriculum emphasizes the importance of higher-order thinking skills in achieving the desired learning outcomes. Learning in the 2013 Curriculum places a strong emphasis on mastering material and applying knowledge within the framework of the established curriculum.

Finally, there are notable distinctions in the learning methods employed in the Kurikulum Merdeka and the 2013 Curriculum in terms of their approach and execution. In the Kurikulum Merdeka, there is a greater emphasis on incorporating diverse and innovative learning methods. Teachers have the freedom to select methods that align with students' needs and characteristics, fostering the growth of advanced cognitive abilities. The Kurikulum Merdeka also promotes the integration of digital technology in education and fosters collaboration among students. Meanwhile, in the 2013 Curriculum, learning methods may be more closely aligned with the established curriculum. The learning methods in the 2013 Curriculum typically adhere to the predetermined structure outlined in the curriculum. However, the 2013 Curriculum also incorporates a range of tried and tested learning methods that are commonly employed in more conventional educational settings.

2.1.4 Factors Affecting the Implementation of the Kurikulum Merdeka in Senior High Schools

The implementation of the Kurikulum Merdeka in Senior High Schools can be influenced by various factors, including:

a. Teacher Preparedness

The level of understanding and preparedness among teachers in implementing the Kurikulum Merdeka plays a significant role. Training and coaching are essential for teachers to effectively implement the curriculum.

b. Facilities and Infrastructure

The presence of adequate learning facilities and infrastructure, such as technology, textbooks, and other resources, can have an impact on the successful execution of the Kurikulum Merdeka.

c. Principal Support

The support and direction provided by the principal greatly contribute to the success of curriculum implementation.

d. Encouraging student participation

Fostering student engagement in the learning process and nurturing their critical thinking abilities was a crucial aspect of implementing the Kurikulum Merdeka.

e. Assessment and Tracking

Continuously assessing and tracking the implementation of the curriculum can provide valuable insights into the achievements and challenges encountered during the learning journey.

2.1.5 Same Challenges in Implementing The Kurikulum Merdeka

Teachers encounter various obstacles when implementing the Kurikulum Merdeka, necessitating suitable abilities, adaptations, and assistance to overcome them. Teachers may encounter several challenges when implementing the Kurikulum Merdeka Revamping Learning Approaches. The Kurikulum Merdeka calls for implementing cutting-edge, imaginative, and all-encompassing learning methods. Teachers should adapt teaching methods to promote a more student-centered, collaborative, and interactive learning environment. **Diverse Assessments** The Kurikulum Merdeka encourages the utilization of comprehensive and genuine assessments encompassing different facets of students' abilities and qualities. Teachers should strive to create assessment methods that align with a more adaptable curriculum approach. **Resource Limitations** The Kurikulum Merdeka may need more resources, such as time, facilities, or learning materials, which can impact its implementation. Teachers must find innovative solutions to overcome these constraints.

Professional Development Educators may benefit from further professional development to enhance their understanding of the concepts, principles, and learning strategies aligned with the Kurikulum Merdeka. Assistance with professional growth can aid educators in tackling these obstacles. Adapting to the

Kurikulum Merdeka can challenge teachers accustomed to the conventional curriculum, as they must shift their learning paradigm. Individuals need to embrace new perspectives and be receptive to transformation. The Kurikulum Merdeka places a strong emphasis on involving both students and parents in the learning process. Teachers must effectively manage this level of engagement to foster a cooperative and encouraging learning atmosphere.

2.2 Previous Related Studies

The relevant studies based on the similarities in variables of study even in dependent variable although independent variable. Some of the relevants of the study with the research that will be done as follows:

The first previous study titled English Teachers' Perceptions of Kurikulum Merdeka Implementation in English Language Teaching (Lestari, et al, 2024) The results showed that Kurikulum Merdeka has impact in English teaching. Although English teachers have different views in some categories, they say that Kulikulum Merdeka has influenced the learning process in English classes, especially the learning outcomes of students. This study intends to examine the role of English teachers in the classroom in the teaching and learning process.

The second research, (Boudouaia, et al, 2024) titled with A study on the effect of school culture on teachers' commitment to curriculum implementation: The mediating role of self-efficacy and job satisfaction. The results of the study indicate that In the realm of teaching English as a Foreign Language (EFL), there is pressure and encouragement to achieve success in curriculum implementation.

However, teachers face difficulties in implementing the curriculum and achieving successful results. Nevertheless, they said that the Kurikulum Merdeka has influenced the learning process in English classes, especially on student learning outcomes

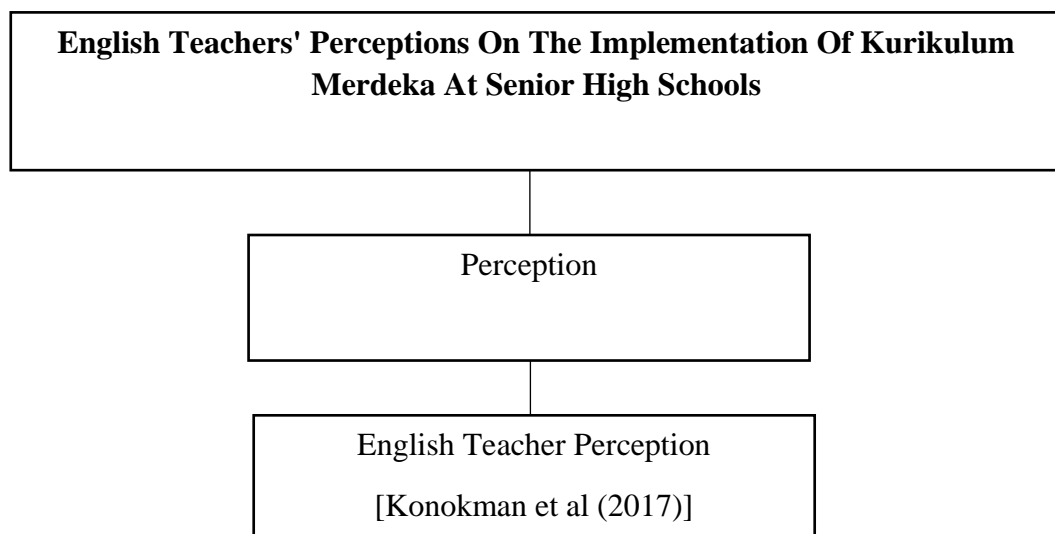
Last, (Pertiwi & Pusparini, 2021) In their research about Vocational High School English Teachers' Perspectives On "Merdeka Belajar" Curriculum. Found that not all teachers understood the concept of Merdeka Belajar .The results also showed that the implementation of the one-page lesson plan (RPP 1 Lembar) did not meet the expectations of Merdeka Belajar. However, all the participants are fully supportive of the implementation of this new curriculum.

Based on the relevant studies above, it should be noted that this study is different from previous studies. Where, this study focuses on Student Worksheets (LKPD), Lesson Implementation Plans (RPP), Higher Order Thinking Skills (HOTS) and Methods. Not only that, this study requires a more in-depth analysis to apply the method. This study will focus on the perceptions of English teachers from previous studies, and the method significantly influences the perceptions of English teachers. Researchers will use different methods but in the same skills. The implementation of the Kurikulum Merdeka has mainly been carried out in the last months of this year. Many researchers have recently presented many statements, facts, information, and descriptions regarding the Implementation of the Kurikulum Merdeka. They find this topic quite interesting. Researchers emphasize the importance of understanding and believing in the implementation of the Kurikulum Merdeka for Indonesian teachers, especially English teachers. Researchers at this

institution aim to demonstrate the success of the adoption of the Kurikulum Merdeka as outlined by the Ministry of Education and Culture.

2.3 Conceptual Framework

This study focuses on the perception of English teachers about the implementation of the Kurikulum Merdeka. Data analysis techniques can be seen by looking at the following diagram.



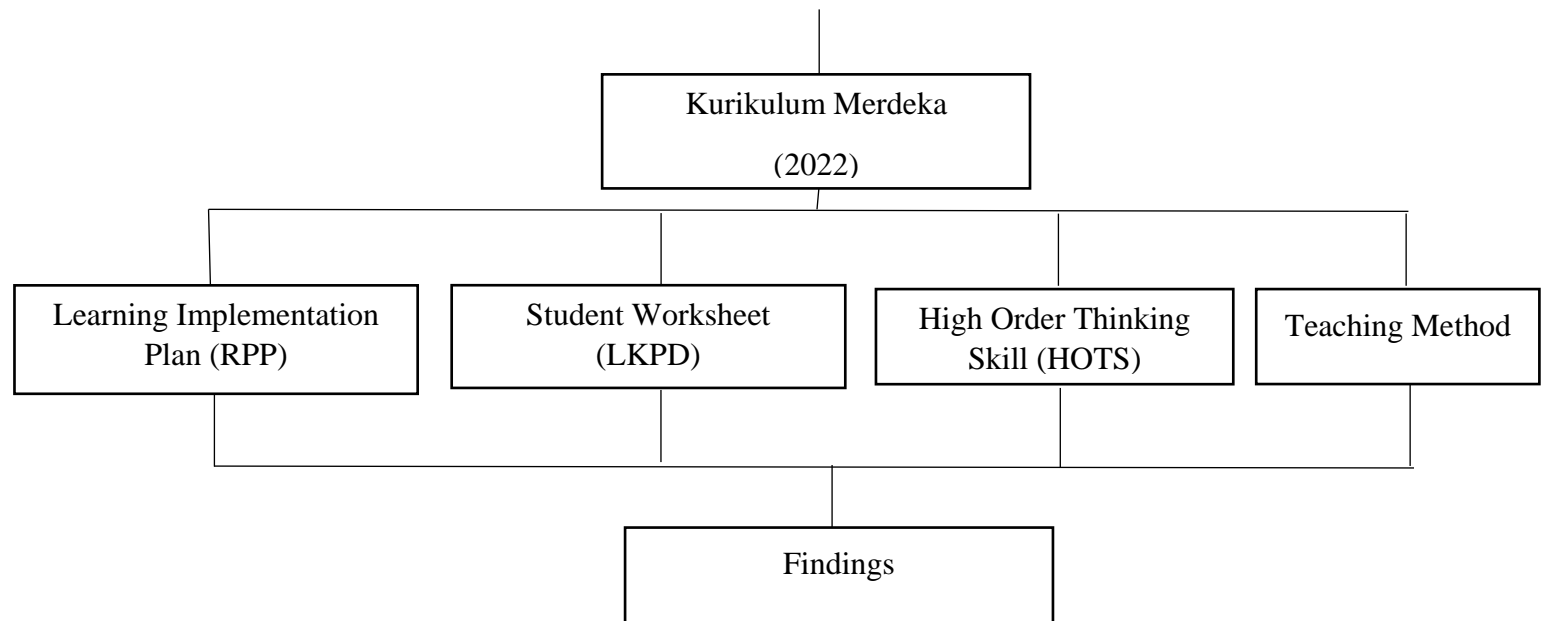


Diagram 2.1 Conceptual Framework

CHAPTER III

METHOD OF THE RESEARCH

3.1 Research Approach

This study will applied a qualitative research approach to investigate the perspectives of English instructors regarding implementing the Kurikulum Merdeka. Qualitative research methods were used to deeply investigate and understand the importance that individuals or groups assigned to social and humanitarian concerns. (Creswell, 2009). This methodology enabled researcher to gain insight into the viewpoints, encounters, and interpretations teachers provided about the subject matter.

3.2 Location and Time

This study was conducted in 5 Senior High Schools namely SMA YPK (Yayasan Pendidikan Keluarga) Medan, SMA Islam Al-Ulum terpadu Medan, SMAS Kesatria Medan, SMA Dwiwarna Medan, SMA Al-Washliyah 3 Medan. Medan City, North Sumatra, during the 2024/2025 academic year in September-November 2024. The selected schools had already implemented the Kurikulum Merdeka. The research will involved a total of five English teachers. The research duration could be modified based on the willingness of teachers to engage in the study.

Research design was the way the author conducted the study. This study used descriptive qualitative methods that allowed for a systematic description of the facts and characteristics of the data. The goal of descriptive qualitative methods was to develop understanding through direct experiences, honest reports, and quotations from conversations. The goal was to understand how participants derived meaning from their surroundings.

3.3 Instrument of Research

The data for this study was collected by interviewing English teachers about their perceptions of the implementation of the Kurikulum Merdeka in the form of an interview. The researchers were going to conduct the Q and A session of for this interview.

3.4 Technique of Collecting the Data

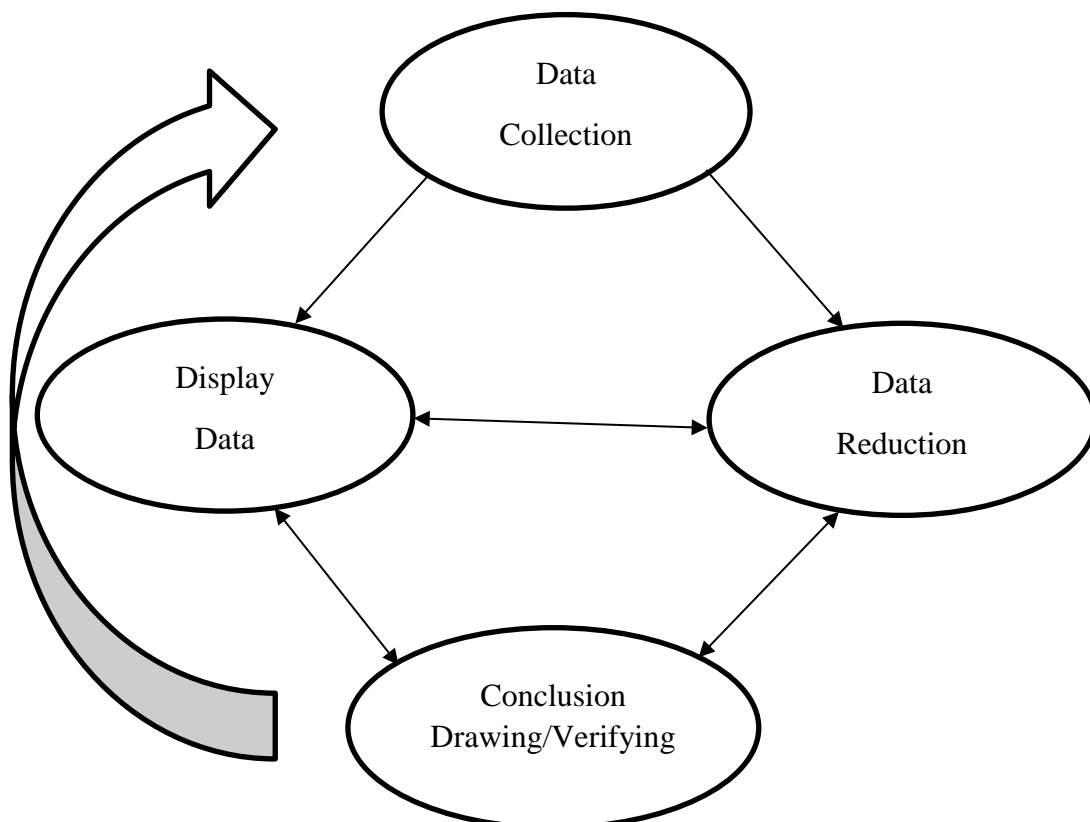
The research data was collected using the Data Analysis theory of Miles and Huberman, namely in the form of interview questions. Miles and Huberman's data analysis was a systematic method in exploring the meaning of qualitative data. This process aimed to identify themes, patterns, and relationships between concepts hidden in the data. This method involved a series of structured steps, including data collection, summarizing data, presenting data visually, validating data, analyzing data, interpreting the meaning of data, and drawing conclusions. The characteristics of this analysis were a systematic, iterative, context-focused, inductive approach, and involving data visualization, triangulation of data sources, and collaboration between researchers. To collect data, researchers used the following steps: first,

asking respondents for time to answer questions, second, seeing the results (summarizing data) of answers that had been answered by respondents, third, ensuring respondents' answers (validating data), analyzing and summarizing interview results, then interpreting the answers given by respondents, after that, drawing conclusions from all of the respondents' answers.

3.5 Technique of Analyzing the Data

Data obtained from the interview could be analyzed using qualitative analysis methods according to Miles and Huberman's, such as content analysis or thematic analysis, to identify patterns, themes, and meanings of teacher responses. The following is a diagram of data analysis techniques according to Miles and Huberman's:

Diagram 3.1 Source Conceptual Framework: Miles and Huberman's



CHAPTER IV

DATA AND DATA ANALYSIS

4.1 Data

This study in this research the data was taken from 5 instructors perception regarding Kurikulum Merdeka and their identities were listed below:

No.	Name	School
1	Feri Julianti, S.Pd	SMA Alwashliyah 3 Medan
2	Hildani Sari Harahap, S.Pd., M.hum	SMA Islam Al-Ulum Terpadu Medan
3	Sabariah, S.Pd	Yayasan Pendidikan Keluarga Medan
4	Enny Efrida, S.S	SMAS Kesatria Medan
5	Waluyo, S.Pd	SMA Dwiwarna Medan

Data was gathered from the interview and the results were transcribed into writing from and subsequently examined. The transcription of the interview in included in appendix 1. Examines English teachers' perspectives regarding implementing the Kurikulum Merdeka. This findings include interviews with English teachers regarding their perceptions of adopting the Kurikulum Merdeka. The data sources for this study were derived from five selected educators.

Researchers adhered to the methodology outlined by (Miles & Huberman, 2014) in data analysis. Data analysis involves data condensation, data display, and conclusions/verification. The data summary emphasizes the processes of selection, concentration, abstraction, simplification, and transformation of data. Data

presentation pertains to methods of organizing information that facilitate the derivation of conclusions. Drawing and validating analysis findings must be permitted to initiate the development of decisions regarding the study.

4.2 Data Analysis

4.2.1 Teachers perception in designing lesson plans or RPP for English

lessons within the context of the kurikulum Merdeka

The implementation of learning was a teacher's daily guide to what students wanted to learn, how to teach it, and how learning would be assessed. By setting a detailed schedule that had to be followed throughout each lesson, the lesson plan helped teachers be more productive in the classroom (F. Amin, 2021) . The lesson plan was a schedule to prepare the teaching and learning process for each meeting or more. The lesson plan was made based on the syllabus to guide student learning activities and help them obtain the basic competencies (KD) listed in the syllabus (Sari, 2018). The contents of the lesson plan could be in the form of comprehensive exercises in class, or it could also be in the form of the substance of the lesson plan, as well as the delivery style and methods used to provide it. The lesson plan allowed teachers to build activities in the classroom gradually, making it easier to achieve goals and make evaluations for the next meeting (Wijaya, & Jamilah, 2022).

However, in the context of the Kurikulum Merdeka, the creation of the Lesson Implementation Plan (RPP) faced its own challenges. The Kurikulum Merdeka encouraged more flexible and student-centered learning, so the RPP made must be able to accommodate diverse learning approaches and be responsive to

student needs. This challenge arose because the Kurikulum Merdeka encouraged more active, creative, and student-centered learning. Teachers were required to design more flexible and adaptive learning, so that the lesson plans created must be able to accommodate various learning approaches and be responsive to student needs. Teachers were faced with a dilemma in balancing the demands of the Kurikulum Merdeka with the limitations of time and resources available. They must be able to design learning that was interesting and challenging for students, but remained realistic and could be implemented in the classroom.

In this section, the analysis was about how teachers' perceptions on Lesson plan (RPP) based kurikulum Merdeka. The data was taken from 5 teachers' namely Feri julianti S.Pd (Fer), Hildani sari harahap S.pd. M.hum (Hil), Sabariah S.Pd (Sab), Enny efrida S.S (Enn), Waluyo S.Pd (wal). The data was described in detail as follow:

The the data taken from informan named by Mrs. Feri Julianti, S.Pd about the question was displayed in data 1:

Data 1

Question: “Are there any challenges in designing lesson plans or RPP for English lessons within the context of the kurikulum Merdeka ? If possible, could you explain what it is?”

Answer: *“If there are no impediments to creating the RPP, allocating time within it is challenging. The Kurikulum Merdeka encompasses*

numerous activities and practices for pupils, although time limitations constrain these”.

The data showed that there were no impediments in creating the RPP; nevertheless, the challenge pertains to allocating time within the RPP under the Kurikulum Merdeka. Students were constrained by time limitations in their engagement with numerous activities and practices.

Then, the second data from another informan named by Hildani Sari Harahap, S.Pd., M.Hum about the same question was displayed in data 2:

Data 2

Question: “What are some of the obstacles encountered when creating lesson plans or RPP for English lessons?”

Answer: *“The challenge may stem from the need to align all Kurikulum Merdeka materials with an Islamic foundation, as the Al Ulum school foundation upholds Islamic integrity; hence, I must incorporate one verse or one chapter of the Quran pertinent to each subject matter”.*

The challenge that may emerge is the data above stated that Al-Ulum school uphold islamic Kurikulum Merdeka to align with Islamic principles. The Al Ulum school upholds Islamic integrity and necessitates incorporating verses or chapters from the Quran into each subject to facilitate the integration of Islam into education so the teachers’ time in designing the lesson plan is not enough because the teacher should accompany and facilitate that activity.

The the data taken from another informan named by Sabariah, S.Pd about the same question was displayed in data 3:

Data 3

Question: “Can you elaborate on the challenges involved in designing lesson plans or RPP for English lessons within the framework?”

Answer: *“So far, when designing the RPP, the obstacle is probably the division of time because in the Kurikulum Merdeka, there are many things to do and many practices that students should do, but they are limited by time”.*

The obstacle felt by the teacher from YPK in designing the RPP in the Kurikulum Merdeka. It is the limited division of time to carry out many activities and practices that students should do. So she thought that she needed the extra time to focus to design the lesson plan.

The the data taken from another informan named by Enny Efrida, S.S about the same question was displayed in data 4:

Data 4

Question: “Are there any specific difficulties in developing lesson plans or RPP for English lessons in light?”

Answer: *“The RPP encompasses several components, including learning flexibility and activity-based projects. Time management presents a challenge. Educators encounter challenges formulating a realistic RPP due to constrained learning time, especially when accommodating pupils who need additional support in gaining fundamental English abilities”.*

The data provided is developing an RPP with diverse elements, including learning flexibility and activity-based projects, presents challenges in time

management. Educators encounter challenges formulating a pragmatic RPP due to constrained instructional time, particularly when students want more support in acquiring fundamental English competencies.

The the data taken from another informan named by Waluyo, S.Pd, S.S about the same question was displayed in data 5:

Data 5

Question: “Could you shed light on the challenges faced when designing lesson plans or RPP for English lessons?”

Answer: *“The Kurikulum Merdeka emphasizes flexibility and activity-based projects in learning, which can make time management challenging. Given the limited learning time, teachers may struggle to design realistic lesson plans, especially for students who need additional guidance in basic English skills”.*

From the data above he stated that the Kurikulum Merdeka emphasizes flexibility and activity-based projects, but time management can be challenging. Teachers may struggle to design realistic lessons with limited time, especially for students who need additional guidance in basic English skills.

The data from 5 respondents described previously was concluded there are several challenges faced when creating the lesson plans under the Kurikulum Merdeka. Many respondents pointed out that time allocation for developing the RPP was a significant issue, as the curriculum involved numerous activities and practices that were constrained by limited time. Additionally, there was a need to

align all materials with Islamic principles, requiring the integration of relevant verses or chapters from the Quran into each subject. The emphasis on flexibility and activity-based projects added complexity to time management, making it difficult for educators to design realistic lesson plans. This was especially true for students requiring additional support in fundamental skills, such as English, amid the existing time limitations.

4.2.2 Teaching Perception in Making and Using LKPD Based on the Kurikulum Merdeka

Teaching materials were important to achieve the objectives of the teaching and learning process. Without teaching materials, students could not learn English comprehensively (Ajoke, 2017). Many teaching materials could be used in learning. One of them was the Student making using students' worksheet or LKPD. Most teachers used LKPD in the learning process because LKPD consisted of concise and concise explanations of a lesson and assignments, which helped students to learn independently (Rahayu & Tartila, 2023). However, this teaching material had challenges in the creation and use of Student Worksheets (LKPD) based on the Kurikulum Merdeka, which lay in the flexibility and active involvement of students. The Kurikulum Merdeka emphasized student-centered learning, so teachers must prepare LKPD that could foster creativity, independence, and critical thinking in students. One of the challenges was integrating relevant and interesting materials while still referring to learning objectives. In addition, teachers often faced difficulties in adjusting the level of difficulty of LKPD according to the individual needs of students, especially in heterogeneous classes. The use of LKPD

also required teachers to be more innovative in using technology and interactive learning methods, while the facilities and infrastructure in many schools may not have been adequate. Developing effective LKPD required time and resources, which were often obstacles in daily learning practices.

In this section, the analysis was about how teachers' perceptions on Student making using students' worksheet or LKPD based kurikulum Merdeka. The data was taken from 5 teachers' namely Feri Julianti S.Pd (Fer), Hildani sari harahap S.pd. M.hum (Hil), Sabariah S.Pd (Sab), Enny efrida S.S (Enn), Waluyo S.Pd (wal). The data was described in detail as follow:

Than the next data taken from another informan from Al ulum islamic school was displayed as follow:

Data 6

Mrs. Feri Julianti, S.Pd

Question: “What is the biggest challenge you face in the creation and use of LKPD under the Kurikulum Merdeka?”

Answer: *“So far, I feel the division of time, and I have to think about how I convey the material so that it reaches the students and they can understand. Each student has a different character and different abilities”.*

The data from Mrs. Feri Julianti, S.Pd is the result from interview it was important to divide time wisely and consider the best way to convey the material so that it can be understood by each student, who has a different character and ability.

Then the next data taken from another informan from Al ulum islamic school was displayed as follow:

Data 7

Hildani Sari Harahap, S.Pd., M.Hum

Question: “What is the most significant obstacle you encounter when creating and utilizing LKPD?”

Answer: *“I have difficulty managing my available time because, in the Kurikulum Merdeka, students have to do many things in English lessons, such as practice, discussion, and others”.*

In data from Hildani Sari Harahap I need help managing time because Kurikulum Merdeka requires students to do various activities such as practice, discussion, and others in English lessons.

Then the next data taken from another informan from Al ulum islamic school was displayed as follow:

Data 8

Sabarariah, S.Pd

Question: “What is the primary challenge you face in the development and implementation of LKPD?”

Answer: *“In making LKPD, the challenge is managing the little time to maximize learning in class”.*

The data from YPK named ms Sabariah stated is the challenges in in making LKPD under the Kurikulum Merdeka was to maximize learning with

limited time. Developing effective Student Worksheets (LKPDs) for the Kurikulum Merdeka presents a significant challenge: maximizing meaningful learning within limited class time. This requires LKPDs that are concise, focused, and engaging, facilitating active learning and covering all essential competencies efficiently.

Then the next data taken from another informant from Al ulum islamic school was displayed as follow:

Data 9

Enny Efrida, S.S

Question: “What stands out as the biggest hurdle in your experience with creating and using LKPD?”

Answer: *“One of the challenges I faced when making LKPD was managing my time properly to maximize my learning in class”.*

According to Enny Efrida, S.S the challenge I faced in creating LKPD was managing my time properly so that I could maximize my learning in class.

Then the next data taken from another informant from Al ulum islamic school was displayed as follow:

Data 10

Waluyo, S.Pd., S.S

Question: “Could you identify the most pressing challenge you've encountered in the process of creating and using LKPD?”

Answer: *“One of the challenges I face in making LKPD is because, as a teacher, I must understand how to form a simple lesson so that it is easy*

for students to understand and the understanding obtained by the students”.

Data submitted from Waluyo, S.Pd., S.S is moreover the challenge faced in creating LKPD was understanding how to compile simple learning materials that were easy for students to understand and align with their understanding.

The interviews revealed that educators encountered significant challenges related to time management while preparing lesson plans and materials under the Kurikulum Merdeka. They expressed difficulties in dividing their time effectively to ensure that students could comprehend the material, given that each student had unique characteristics and abilities. Teachers struggled to balance various activities in English lessons, such as practice and discussions, within the limited time available. Additionally, when creating student worksheets (LKPD), they faced the challenge of maximizing learning opportunities in class while simplifying lessons to enhance student understanding. Overall, time constraints significantly impacted their ability to deliver effective instruction.

4.2.3 Teachers’ Perception on Students’ Critical Thinking Improvement

Since the implementation of the Kurikulum Merdeka, the way students thought and solved problems had changed significantly. This curriculum encouraged a more flexible and student-centered learning approach, where they were given more freedom to explore their interests and talents (Fahlevi, 2022). In this process, students were encouraged to think critically and creatively, and developed problem-solving skills independently. They no longer just memorized concepts, but were required to understand the material in depth through projects,

discussions, and collaborative activities. Students were also trained to solve problems in real-life contexts, which made them more adaptive and solution-oriented in facing challenges in their environment. Thus, students' way of thinking became more analytical and open to various points of view, which ultimately helped them find more innovative and relevant solutions. It was hoped that language learning could help students to get to know themselves, their culture, and the culture of others. In addition, it helped students to be able to convey ideas and emotions, participate in society, and also find and use the analytical and imaginative abilities that existed within them (Hulu, 2024).

In this section, the analysis was about how teachers' perceptions on Students' Critical Thinking. The data was taken from 5 teachers' namely Feri Julianti S.Pd (Fer), Hildani sari harahap S.pd. M.hum (Hil), Sabariah S.Pd (Sab), Enny efrida S.S (Enn), Waluyo S.Pd (wal). The data was described in detail as follow:

The the data taken from informan named by Mrs. Feri Julianti, S.Pd about the question was displayed in data 11:

Data 11

Question: "Have you noticed a difference in the way students think and solve problems? If so, could you explain further?"

Answer: *"There is a difference compared to the previous curriculum. In this Kurikulum Merdeka, students appear more active, curious, and interested in practicing English language teaching materials. They are*

given the right and freedom to explore the material in a way that makes them think critically and have a high curiosity”.

Information from Mrs. Feri Julianti namely the Kurikulum Merdeka shows a significant difference. Students were more active, curious, and interested in practicing English language teaching materials. They were given the freedom to explore the material, which encourages them to think critically and increases their curiosity.

The the data taken from another teacher named by Hildani Sari Harahap, S.Pd., M.Hum about the same question was displayed in data 12:

Data 12

Question: “Have you observed any changes in students' thinking and problem-solving abilities since the implementation of the Kurikulum Merdeka? If so, could you elaborate on these changes?”

Answer: *“Of course, they need to be innovative and creative. They must also have a mindset that allows them to think critically to solve a problem”.*

The data showed that students need to be innovative and creative and develop a mindset for thinking critically when solving problems.

The the data taken from another informan named by Sabariah, S.Pd about the same question was displayed in data 13:

Data 13

Question: “Do you see any noticeable differences in students' cognitive processes and problem-solving approaches after the introduction? If yes, could you provide more details?”

Answer: *“Of course, there have been differences in the way students think and solve problems since the implementation of the Kurikulum Merdeka because they were required from the beginning of this curriculum to be able to think creatively and independently find information about a material or a lesson so that they could indirectly solve their problems and think critically”.*

Provided the following data is the Kurikulum Merdeka has changed how students think and solve problems by requiring them to think creatively, independently find information, and solve problems with critical thinking since the implementation of this curriculum.

The the data taken from another teacher named by Enny Efrida, S.S about the same question was displayed in data 14:

Data 14

Question: “Has the implementation of the Kurikulum Merdeka had any impact on the way students think and approach problem-solving? If so, could you explain what these impacts are?”

Answer: *“The best way to adapt teaching materials to the Kurikulum Merdeka is to provide materials, directions, and initial explanations, then let students actively and independently learn the materials. Then, I*

usually form Class Discussions and Collaborations. Small or large group discussions effectively develop speaking and listening skills. Students can be asked to discuss specific topics, such as global issues, using English, which allows them to think critically and motivates them to learn a topic in English lessons”.

The data from Enny Efrida, the best way to adapt teaching materials to the Kurikulum Merdeka was to provide materials, directions, and initial explanations and encourage students to learn independently. The class discussion and collaboration method was effective for developing students' speaking and listening skills and encouraging them to think critically when learning English topics.

The the data taken from another informan named by Waluyo, S.Pd, S.S about the same question was displayed in data 15:

Data 15

Question: “Since the adoption of the Curriculum, have you noticed any shifts in students' thinking and problem-solving skills? If yes, could you expand on these observations?”

Answer: *“Kurikulum Merdeka has a positive impact on students’ thinking and problem-solving. The emphasis on project-based and collaborative learning encourages students’ creativity in solving problems. Giving students the freedom to choose how they learn increases their responsibility for their education, which can increase their motivation and engagement”.*

Through a project-based and collaborative approach, Kurikulum Merdeka positively impacts students' thinking and problem-solving. Giving students the freedom to learn increases their responsibility, motivation, and engagement.

The interviews revealed that the Kurikulum Merdeka had a positive impact on student engagement and learning. Teachers observed increased student activity, curiosity, and interest in English language materials. The curriculum encouraged independent learning, critical thinking, and problem-solving skills. Teachers adapted their teaching methods to support this shift, providing initial guidance and then allowing students to learn actively through collaboration and discussion. This approach fostered a more engaged learning environment, empowering students to take ownership of their education and develop essential skills.

4.2.4 Teachers Perception Teaching Material and Methods For English Language Learning

English teaching materials and learning methods in accordance with the principles of the Kurikulum Merdeka emphasized flexibility and freedom for educators and students to develop a more personalized learning process. In the Kurikulum Merdeka, teaching materials were not limited to standard textbooks, but could be in the form of various learning resources such as videos, podcasts, online articles, and other authentic materials. These teaching materials were designed to be relevant to the context of students' daily lives, so that learning became more meaningful and applicable (Lestari & Qamariah, 2023).

The learning methods used also focused more on developing critical, collaborative, and creative thinking skills. Approaches such as project-based learning, group discussions, simulations, and case studies were often applied to encourage students to be active in the learning process. The teacher acted as a facilitator who gave students the freedom to explore the material according to their interests, but remained within the framework of the basic competencies that must be achieved where the curriculum prioritized student personalization (Agustin & Apriatama, 2023). This created a more dynamic learning atmosphere, where students were more engaged and motivated to learn, in line with the principles of the Kurikulum Merdeka which emphasized independence in learning.

In this section, the analysis was about how teachers' perceptions on Teaching Materials and Methods kurikulum Merdeka. The data was taken from 5 teachers' namely Feri Julianti S.Pd (Fer), Hildani sari harahap S.pd. M.hum (Hil), Sabariah S.Pd (Sab), Enny efrida S.S (Enn), Waluyo S.Pd (wal). The data was described in detail as follow:

The the data taken from informan named by Mrs. Feri Julianti, S.Pd about the question was displayed in data 16:

Data 16

Question: “How do you adjust teaching materials and methods for English language learning according to the principles? What methods do you usually use in English language learning?”

Answer: *“I adapt teaching materials to the Kurikulum Merdeka by providing resources, offering instructions, and delivering explanations initially. After that, students actively and independently engage with the topic. The methodology employed in this Kurikulum Merdeka involves group discussions, wherein students engage in dialogue and present their efforts' outcomes”.*

The data from she is I modify instructional resources to align with the Kurikulum Merdeka by offering foundational materials and guidance, promoting students' active and autonomous engagement with the content. I employ a group discussion style in which students engage in dialogue and actively communicate the outcomes of their efforts.

The the data taken from another informan named by Hildani Sari Harahap, S.Pd., M.Hum about the same question was displayed in data 17:

Data 17

Question: *“Could you describe how you adapt teaching materials and methods for English language learning to align with the principles of the Kurikulum Merdeka? What specific approaches do you typically employ in English language learning?”*

Answer: *“The Kurikulum Merdeka prioritizes cultivating competencies and comprehensive understanding according to students' needs and interests. I modify the teaching materials and English learning methods in the Kurikulum Merdeka by initially elucidating the concept of*

discussion within the material, after which students freely contemplate the application and practice of the content. Students must exhibit creativity in the autonomous curriculum. Similarly, students will encounter novel methods for elucidating the subject, enhancing their practice and comprehension. I typically choose Project-Based Learning (PBL) as my strategy. Students engage in projects that promote collaboration”.

The data from she is the results from interview was the Kurikulum Merdeka prioritizes cultivating student capabilities tailored to their individual needs and interests. I modify the instructional resources by offering preliminary explanations and promoting student autonomy in applying the subject. Students must exhibit creativity and innovation in comprehending the topic using the Project-Based Learning (PBL) approach, which supports project cooperation.

The the data taken from another informan named by Sabariah, S.Pd about the same question was displayed in data 18:

Data 18

Question: “What strategies do you use to adjust teaching materials and methods in English language learning to meet the requirements of the Kurikulum Merdeka? What are some of the common methods you utilize in English language learning under this curriculum?”

Answer: *“I modify the teaching material by assessing the students' characteristics, enabling me to tailor my content delivery during English*

lessons and ensure comprehension among all students. Crucially, I must grasp the students' traits. I typically employ the group discussion method, wherein I organize several groups to analyze a single material. They engage in discussions to address a problem related to the English content, fostering creative and innovative thinking while collaborating to comprehend and apply the outcomes of their deliberations”.

The data from her is the conclusion from the interview that, I modify the instructional material by assessing the students' characteristics, delineating the delivery procedures, and assuring comprehension across all students. I frequently employ group discussions, enabling students to work creatively and innovatively to comprehend and apply the English curriculum.

The data taken from another informan named by Enny Efrida, S.S about the same question was displayed in data 19:

Data 19

Question: “How do you modify your teaching resources and techniques for English language learning to reflect the guidelines? What teaching methods do you commonly use in English language learning within the framework of the Kurikulum Merdeka?”

Answer: *“The best way to adapt teaching materials to the Merdeka program is to give students the materials, along with some basic instructions and explanations. Then, they should be able to learn the materials on their own. Then, I usually set up Class Discussions and*

Group Work. Discussions in small or big groups are good ways to improve your speaking and listening skills. Students can be asked to talk about things in English, like world issues. This helps them think critically and keeps them interested in learning about those things in English class”.

However, teaching materials can be changed to fit the Kurikulum Merdeka by giving students the basic materials and instructions and letting them learn independently. I often use Class Discussions and Collaboration to help my students improve their speaking, listening, and thinking critically while they were learning English.

The the data taken from another informan named by Waluyo, S.Pd, S.S about the same question was displayed in data 20:

Data 20

Question: “Can you explain how you tailor your teaching materials and methods for English language learning to the principles? What are some of the teaching practices you commonly use in English language learning?”

Answer: *“I believe that the most effective approach to adjusting the subject matter to the Kurikulum Merdeka is to provide students with materials, directions, and preliminary explanations and then encourage them to study independently. Class discussions and collaboration are effective strategies for enhancing listening and speaking abilities.*

Students can engage in discussions regarding specific subjects, including global issues, in English, which fosters critical thinking and stimulates their interest in the subject matter”.

The data from he is the most effective approach to adjusting the subject matter to the Kurikulum Merdeka was ensuring that students are provided with materials, directions, and initial explanations and encouraging them to study independently. The Class Discussion and Collaboration method was a successful approach for fostering critical thinking in students and enhancing their speaking and listening abilities while studying English topics.

The interviews revealed that teachers adapted their teaching methods to align with the Kurikulum Merdeka by providing initial guidance and then encouraging independent learning. This approach involved providing resources, instructions, and explanations, followed by student-led exploration of the material. Group discussions and collaborative projects were commonly used to enhance learning, promote critical thinking, and develop communication skills. The curriculum's focus on student autonomy and individualized learning was emphasized, with teachers tailoring their instruction to meet the diverse needs and interests of their students.

4.2.5 Challenges Faced When Implementing The Kurikulum Merdeka In English Language Learning

In the era of globalization, educational challenges were becoming increasingly complex and rapidly evolving, especially in the implementation of independent curricula. Unlike traditional education models that focused on rote

learning and standardized tests, the Kurikulum Merdeka encouraged a student-centered approach, which fostered critical thinking and creativity. The Kurikulum Merdeka introduced several policy changes and new terminology, although its core concepts were similar to those found in the 2013 Curriculum. In addition, significant changes had been introduced in the Kurikulum Merdeka, which went beyond mere terminology updates to include fundamental changes in the dynamics of learning, especially English Language Learning in the classroom. Learning, at its core, was an interactive process that involved students and their environment, leading to positive behavioral changes (Retnowati & Matsuri, 2024). In this process, the role of English teachers was very important, especially in creating a conducive learning environment that fostered these behavioral changes (Mulyasa, 2003). The learning process was closely related to its components, which were very important for the success of educational outcomes in schools (Supena & Darmuki, 2021). This was a big challenge for English teachers to implement creative and innovative English learning methods.

In this section, the analysis was about how teachers' perceptions on Challenges faced when implementing based kurikulum Merdeka. The data was taken from 5 teachers' namely Feri julianti S.Pd (Fer), Hildani sari harahap S.pd. M.hum (Hil), Sabariah S.Pd (Sab), Enny efrida S.S (Enn), Waluyo S.Pd (wal). The data was described in detail as follow: In this study, there were some teachers' perception based on the result of interview, namely:

Data 21

Question: “What is your opinion on the kurikulum Merdeka? Are there any challenges you encountered while implementing the kurikulum merdeka in English language learning?”

Answer: *“The Kurikulum Merdeka is particularly beneficial for English educators. The obstacles encountered in English within the Kurikulum Merdeka include understanding the students' characteristics and talents. A teacher can guide students in identifying their skills; nevertheless, problems include insufficient school infrastructure, such as projectors, essential for effectively implementing classes based on the autonomous curriculum”.*

The result of the previous interview by Mrs. Feri Julianti, S.Pd, perception of the Kurikulum Merdeka in English education was highly favorable, particularly among English educators. The obstacles encountered in implementing the Kurikulum Merdeka in English education involve comprehending students' characteristics and capabilities and guiding them to identify and cultivate their skills. Furthermore, a significant obstacle was the need for educational facilities, such as projectors, that can support the execution of the Kurikulum Merdeka.

Data 22

Question: “What are your thoughts on the Curriculum? Have you faced any difficulties in implementing the Curriculum in English language learning?”

Answer: *“The Kurikulum Merdeka is commendable; I firmly believe that the Government has effectively developed it to meet essential*

requirements. This curriculum is advantageous as it aids students in identifying their skills, and they have demonstrated increased engagement since its implementation. The school offers adequate training resources for educators on effectively implementing the Kurikulum Merdeka''.

The result of the interview from Hildani Sari Harahap, S.Pd., M.Hum was favorable assessments of the Kurikulum Merdeka in English education were highly beneficial and assist pupils in identifying their abilities. The task was to guarantee the effective execution of the Independent policy.

Data 23

Question: “Could you share your perspective on the Curriculum? What challenges, if any, have you encountered while integrating the Curriculum into English language learning?”

Answer: *“The Kurikulum Merdeka significantly benefits me as an English teacher, as it encourages students to engage more actively; those who were previously reticent now participate more vocally. The curriculum mandates student independence, challenging teachers to deliver content that aligns with student's needs and interests, particularly in English language learning. This necessitates increased ingenuity and time, as the materials employed cannot be uniform due to the distinct characteristics of each learner, necessitating adjustments”*

According to Sabariah for this interview, the Kurikulum Merdeka was a favorable assessment of English language education. This curriculum enhances

student engagement and verbal communication. The problem confronting educators was the provision of resources that align with students' needs and interests, necessitating increased creativity and time to accommodate diverse student personalities.

Data 24

Question: “What are your views on the effectiveness of the Curriculum?

Have you encountered any obstacles in applying the Curriculum to English language learning?”

Answer: *“The Kurikulum Merdeka is more adaptable; it focuses on building students' skills and gives teachers more freedom to plan lessons that meet the needs and abilities of each student. The Kurikulum Merdeka makes it possible to teach English more contextually and project-based, which can help students improve their fundamental skills like writing and speaking. Problems that might arise when using the Kurikulum Merdeka to teach English are that students have different personalities and levels of skill. Because this method is based on each student's specific needs, teachers might need help finding the right pace for groups where students have different levels of English proficiency”*

The data showed by Enny Efrida, S.S, people think of the Kurikulum Merdeka as open because it focuses on building students' skills and allows teachers to plan their teaching. This program lets teachers use projects and real-life situations to help students learn English. Finding a good balance between the speed of learning in the classroom and the kids' English levels could be hard.

Data 25

Question: “What are your observations regarding the implementation of the Curriculum? Have you experienced any challenges in incorporating the Curriculum into English language learning?”

Answer: *“The Kurikulum Merdeka prioritizes personalized learning, allowing educators the autonomy to create more adaptable educational experiences. It promotes practical and project-based learning in English, enabling students to enhance their speaking and writing abilities”.*

The data provided by Waluyo, the Kurikulum Merdeka prioritizes student-centered learning and grants educators the autonomy to create adaptable educational experiences, particularly in English, which is more pragmatic and project-oriented.

The interviews highlighted the benefits and challenges of implementing the Kurikulum Merdeka in English language teaching. Teachers found the curriculum to be beneficial, as it encouraged student engagement, autonomy, and personalized learning. They appreciated the focus on developing students' skills and the flexibility to tailor lessons to individual needs. However, they also identified challenges, including understanding students' diverse characteristics and abilities, adapting materials to meet individual learning styles, and ensuring adequate infrastructure to support the curriculum's emphasis on technology and project-based learning.

4.2.6 Advantages and disadvantages of the kurikulum Merdeka in the context of English language teaching

The implementation of the Kurikulum Merdeka in English learning brought a breath of fresh air to the world of education in Indonesia. This curriculum provided teachers with the freedom to design more creative and innovative teaching methods, so that English learning became more interesting and motivating for students. The Kurikulum Merdeka also encouraged learning that was relevant to everyday life, so that students could learn English in a real and useful context. By focusing on essential materials and developing student competencies, this curriculum became simpler and more intensive, allowing students to focus more on understanding concepts and developing English language skills effectively. The Kurikulum Merdeka also encouraged students to think critically and creatively, so that they could analyze texts, solve problems, and express their ideas clearly and effectively. Increasing the role of students in the learning process was also an advantage, with teachers acting as facilitators who guided and encouraged students to be actively involved in the teaching and learning process. All of these advantages were expected to improve the quality of English education in Indonesia and create a younger generation that was more competent in English. But behind the many advantages, there were weaknesses in the lack of teacher preparation in implementing the Kurikulum Merdeka. The early implementation of the 2013 Curriculum also indicated an unpreparedness of teachers and the facilities needed to practice it (Amin, 2013). As previously mentioned, some schools in rural areas had difficulty implementing the Kurikulum Merdeka due to the lack of supporting facilities. Another problem mentioned earlier was the lack of resources. Many inputs and resources, including qualified teachers, communicative teaching

materials, as well as financial facilities, infrastructure, and management, were needed for effective English language learning from elementary to university levels (Salahuddin, 2013). In the Kurikulum Merdeka, teachers were expected to develop their own materials. Most English teachers agreed that they needed to find various resources to support their teaching process in the classroom. The strict curriculum requirements ignored the diverse backgrounds of teachers across the country, resulting in detrimental consequences for them. These findings were in accordance with (Ningsih & Adnan, 2023), who found that prospective English teachers lacked resources to adapt into teaching materials.

In this section, the analysis was about how teachers' perceptions on Advantages and Disadvantages of the Kurikulum Merdeka. The data was taken from 5 teachers' namely Feri Julianti S.Pd (Fer), Hildani Sari Harahap S.pd. M.hum (Hil), Sabariah S.Pd (Sab), Enny Efrida S.S (Enn), Waluyo S.Pd (Wal). The data was described in detail as follows:

The data taken from informant named by Mrs. Feri Julianti, S.Pd about the question was displayed in data 26:

Data 26

Question: “In your opinion, what are the advantages and disadvantages of the Kurikulum Merdeka in the context of English language teaching?”

Answer: *“Kurikulum Merdeka enhances student engagement, particularly in speaking, as it encourages learners to practice each lesson's content autonomously. I believe the Kurikulum Merdeka has no*

deficiencies in English courses. Conversely, the Kurikulum Merdeka significantly enhances English classes by fostering student engagement and collaboration in group discussions”.

From Mrs. Feri Julianti, the description of the interview above shows the individual Curriculum was regarded as beneficial in promoting student engagement, particularly in verbal communication, and facilitating individual practice among students. No deficiencies are noted regarding the instruction of English; rather, this Curriculum was seen advantageous as it enhances student engagement and fosters collaborative skills in group discussions.

The the data taken from another informan named by Hildani Sari Harahap, S.Pd., M.Hum about the same question was displayed in data 27:

Data 27

Question: “From your perspective, what are the benefits and drawbacks of the Kurikulum Merdeka in the field of English language teaching?”

Answer: *“The Kurikulum Merdeka, particularly for English educators, offers numerous advantages, notably fostering student engagement and enhancing their capacity for independent critical thinking. The autonomous curriculum emphasizes skill development, significantly benefiting educators and learners. The autonomous curriculum implements numerous projects that enhance student engagement. The first disadvantage may arise due to the necessity of adjustment”.*

As the previous opinion, the Kurikulum Merdeka has numerous benefits in English instruction, including fostering student engagement, autonomy, and critical

thinking skills. The emphasis on skills and projects is advantageous for both educators and learners. Initial obstacles may arise when adapting to the program.

The the data taken from another informan named by Sabariah, S.Pd about the same question was displayed in data 28:

Data 28

Question: “Could you weigh the pros and cons of the Curriculum in terms of its impact on English language instruction?”

Answer: *“the benefits I perceive from using the Kurikulum Merdeka are numerous. This curriculum promotes student autonomy in learning, knowledge acquisition, and problem-solving, enhancing their capacity to utilize English independently beyond the classroom. Additionally, the advantages for me as an English educator include the autonomy to modify pedagogical approaches and resources in alignment with the interests and requirements of students. This enables educators to employ various, more innovative, and engaging methodologies. To date, I perceive implementing the Kurikulum Merdeka is the same, likely due to the school's adequate training offered to instructors and the sufficiency of the resources”.*

From the result inerview, Kurikulum Merdeka for English instruction is advantageous, as it promotes student autonomy in learning and allows teachers to modify pedagogical approaches. No deficiencies were noted, as teacher training and sufficient facilities have effectively facilitated the curriculum's implementation.

The the data taken from another informan named by Enny Efrida, S.S about the same question was displayed in data 29:

Data 29

Question: “What are the strengths and weaknesses of the Curriculum as it relates to English language teaching?”

Answer: *“The Kurikulum Merdeka offers numerous benefits in English instruction, such as emphasizing competency development. By concentrating on cultivating practical abilities (competencies), students acquire language theory and the application of English in authentic communicative contexts. The current disadvantage may be the diverse abilities of students. In a class with students with very varied levels of English ability, teachers need help designing learning that can meet the needs of all students at once”.*

According from Enny Efrida, the Kurikulum Merdeka teaching English has the advantage of focusing on developing students' practical competencies. However, the disadvantage may lie in the difficulty teachers have in adjusting learning to the various levels of student ability in the class.

The the data taken from another informan named by Waluyo, S.Pd, S.S about the same question was displayed in data 30:

Data 30

Question: “What are your thoughts on the advantages and disadvantages of the Curriculum in the context of teaching English?”

Answer: *“The Kurikulum Merdeka focuses on cultivating students' abilities and facilitating the development of practical English skills. Nonetheless, disparities in students' capabilities inside the classroom might pose a problem in creating successful learning experiences for everybody”.*

Based on information from Waluyo that the Kurikulum Merdeka emphasizes enhancing students' proficiency in practical English. Disparities in students' skills inside the classroom create challenges, necessitating the creation of effective learning strategies.

The interviews highlighted the positive impact of the Kurikulum Merdeka on English language teaching, emphasizing its focus on student engagement, autonomy, and skill development. Teachers observed increased student participation in speaking activities and a greater sense of independence in learning. The curriculum's emphasis on practical skills and authentic communication fostered a more engaging and effective learning environment. However, teachers also acknowledged challenges related to adapting to the new curriculum, particularly in addressing diverse student needs and ensuring adequate resources and training.

4.3 Discussion

This study presents four findings dealing with the teachers' perception on lesson plan or RPP, students' worksheet or LKPD, students' critical thinking, teaching material and method based on Kurikulum Merdeka. The interview results indicate that the Kurikulum Merdeka was functioning effectively; nonetheless, it requires ongoing development in alignment with collaboration between educators and the institution.

From the results of researcher interview, Then, in designing lesson plans under the Kurikulum Merdeka, the challenge often felt was the limited time allocation to complete various activities that students must do, such as practice and other activities. In addition, teachers who have to adjust each material to an Islamic basis, such as placing verses or surahs of the Qur'an in each material, are also faced with obstacles. Time management was a significant challenge in designing flexible and project-based lesson plans, especially when students need additional guidance in mastering basic English skills.

The interview reveals that the teacher faces significant challenges in time management and lesson delivery under the Kurikulum Merdeka. She emphasizes the need to effectively convey material to accommodate the diverse abilities and characteristics of her students. The curriculum's requirement for various activities, such as practice and discussions, adds to her difficulty in managing time efficiently. Additionally, creating Student Worksheets (LKPD) presents a challenge, as she must balance simplifying lessons for better comprehension with the limited time available to maximize learning in the classroom. Overall, the emphasis on

individualized teaching and effective time management is crucial for enhancing student understanding and engagement.

Therefore, in facing the Kurikulum Merdeka, English teachers face significant challenges in managing limited time to maximize classroom learning. These challenges are mainly related to time allocation, delivering materials appropriate to the characters and abilities of different students, and efforts to compile LKPD that enable effective learning. Teachers need to understand how to present materials simply so that they were easy for students to understand and by their understanding. Proper and efficient time management was critical in designing learning that maximizes student benefits under the Kurikulum Merdeka.

Thus, by implementing the Kurikulum Merdeka, students in English learning show a higher level of activeness, intense curiosity, and the ability to think critically and creatively in solving problems. This curriculum allows students to explore the material, solve problems, and develop creativity through project-based and collaborative learning. Students were encouraged to be independent in seeking information, discussing, and motivating themselves in learning. The positive impact of the Kurikulum Merdeka was also seen in students' increased responsibility for their education, which can increase their motivation and involvement in the learning process.

Then, the results of researcher interviews with several teachers in facing the Kurikulum Merdeka, English teachers adjust how they deliver the material by providing direction and explanation at the beginning, then allowing students to

learn independently and actively. The learning methods often used are group discussions and collaboration, where students can discuss various topics in English to develop speaking, listening, and critical thinking skills. This approach allows students to be more creative and innovative and collaborate in understanding and practicing English subject matter per the Kurikulum Merdeka principles, which emphasize the development of student competence and freedom to learn.

From the results of researcher interviews with several teachers was the Kurikulum Merdeka positively influences English educators by offering educational flexibility, emphasizing the development of student competencies, and granting autonomy in crafting learning experiences according to students' needs. Challenges encountered in implementing the Kurikulum Merdeka in English education encompass comprehending students' characteristics and capabilities, with inadequate resources such as projectors. The project-based and contextual methodology of the Kurikulum Merdeka can enhance students' practical abilities in speaking and writing. However, it may necessitate innovation and additional work from educators.

This study was not only hampered by time constraints, but also highlighted the unique aspects of English language teaching within the broader context of Indonesian education, where systemic issues were affecting educators regardless of their specialization (Puspitasari, 2024). Although time was an important factor, some teachers actually saw the main constraints as students, facilities, and school infrastructure. They expressed that students' diverse abilities, ranging from learning motivation to English language proficiency, were obstacles in implementing the

Kurikulum Merdeka, which emphasizes active learning and projects. The limitations of school facilities and infrastructure, such as internet access, language laboratories, and adequate learning media, were also obstacles in supporting effective learning processes. Teachers felt that, to achieve optimal results in implementing the Kurikulum Merdeka, special attention needed to be paid to student factors and the readiness of school facilities and infrastructure. Given the consequences of this narrative, future attention should be focused on building a stable and consistent education system. This might require a comprehensive policy assessment, increased coordination among education stakeholders, and a dedication to long-term policies that would outlast ministerial changes. This study, therefore, provided valuable insights into the broader context of senior secondary education in Indonesia. This research contributed to the ongoing global discussion about effective teaching strategies and the evolving landscape of English language education. Not only that, but it also offered a nuanced perspective on the dynamic interplay between curriculum change and teaching practices, which could inform and inspire educators around the world.

From the results of researcher interview with several teachers was the Kurikulum Merdeka offers numerous advantages in English instruction, including cultivating student competencies and practical abilities in authentic communication scenarios. This curriculum enhances students' engagement, fosters independence in learning, and develops critical thinking skills. Educators also gain the autonomy to modify instructional strategies and resources to students' interests and requirements. Nonetheless, variations in student capabilities within the classroom

pose a barrier to crafting compelling learning experiences for everybody, necessitating innovation and proficient administration to address every student's needs effectively.

Another study supporting the idea that one of the obstacles to implementing the Kurikulum Merdeka was time showed that a positive relationship between active learning and self-regulated learning indicated that incorporating active learning strategies into instructional design could develop students' metacognitive skills and self-regulation abilities (Amiruddin, *et al.*, 2023). Teachers found it difficult to adjust subject matter and learning methods to the demands of the Kurikulum Merdeka due to their heavy teaching loads. They also felt a lack of time to prepare and develop learning materials that were in accordance with the Kurikulum Merdeka. However, educators and curriculum developers could use these findings to improve their pedagogical practices and create learning environments that supported self-regulated learning. Second, the results of the study highlighted the importance of considering the role of self-determined learning in the context of active learning. By emphasizing learner autonomy, choice, and motivation, educators could design activities and provide opportunities to empower students to take ownership of their learning process.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

This study indicated that English teachers acknowledged the importance of RPP as a crucial framework for lesson planning under Kurikulum Merdeka. Moreover, they found that well-structured LKPD effectively facilitated student engagement and understanding of the material. Specifically, many educators reported that the emphasis on Higher Order Thinking Skills (HOTS) encouraged students to develop critical thinking and problem-solving abilities. In addition, the research revealed that teachers employed various teaching methods, including collaborative learning and project-based approaches, to align with Kurikulum Merdeka's principles. However, some teachers expressed concerns about the adequacy of training related to developing HOTS-focused RPP and LKPD. Therefore, while Kurikulum Merdeka presented opportunities for innovative teaching, challenges remained in fully realizing its potential in English language education.

B. Suggestion

Future research should investigate the impact of Kurikulum Merdeka on student learning outcomes, particularly the development of HOTS, and assess student perceptions of RPP and LKPD effectiveness. Furthermore, it should explore the effectiveness of different teaching methods in promoting HOTS, the challenges teachers face in developing and implementing RPP and LKPD that incorporate HOTS, and the impact of professional development programs designed to support teachers in implementing Kurikulum Merdeka. In addition, research should investigate the impact of school-level initiatives that promote collaboration among teachers in sharing best practices, and the role of technology in supporting the implementation of Kurikulum Merdeka. Consequently, a comprehensive understanding of Kurikulum Merdeka's effectiveness will emerge.

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APPENDIXES

Appendix 1. Biodata Guru**BIODATA**

Nama Lengkap : Enny Efrida, S.S.

Tempat, Tanggal Lahir : Medan, 21 April 1968

Jenis Kelamin : Perempuan

Jabatan : Guru Tetap Pelajaran Bahasa Inggris

Intansi : SMAS Kesatria Medan

Alamat Instansi : Jl. Gedung Arca No. 24, Ps. Merah Tim., Kec.
Medan Area, Kota Medan, Sumatera Utara.

BIODATA

Nama Lengkap : Hildani Sari Harahap, S.Pd., M.Hum.

Tempat, Tanggal Lahir : Tebing Tinggi, 27 Oktober 1984

Jenis Kelamin : Perempuan

Jabatan : Wakil Kepala Sekolah Bidang Kesiswaan dan Guru
Tetap Pelajaran Bahasa Inggris

Instansi : SMAS Al Ulum Terpadu Medan

Alamat Instansi : Jl. Tuasan No. 35, Sidoarjo Hilir, Kec. Medan
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No. Hp :081361670616

BIODATA

Nama Lengkap : Waluyo, S.Pd.
Tempat, Tanggal Lahir : Medan, 17 Oktober 2001
Jenis Kelamin : Laki-laki
Jabatan : Guru Pelajaran Bahasa Inggris
Instansi : SMA Dwiwarna Medan
Alamat Instansi : Jl. Gedung Arca No. 52, Teladan Bar., Kec. Medan
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No. Hp :082183343604

BIODATA

Nama Lengkap : Sabariah, S.Pd.

Tempat, Tanggal Lahir : Medan, 10 Juli 1986

Jenis Kelamin : Perempuan

Jabatan : Guru Tetap Pelajaran Bahasa Inggris

Intansi : SMA YPK (Yayasan Pendidikan Keluarga) Medan

Alamat Instansi : Jl. Sakti Lubis Gg Amal. 25, Jl. Sakti Lubis Gg.
Pegawai No. 8, Kota Medan, Sumatera Utara 20219

No. Hp : -

BIODATA

Nama Lengkap : Fery Julianti, S.Pd.
Tempat, Tanggal Lahir : Medan, 30 Juni 1975
Jenis Kelamin : Perempuan
Jabatan : Guru Tetap Pelajaran Bahasa Inggris
Instansi : SMAS Al Wasliyah 3 Medan
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No. Hp : -

Appendix 2. Questions of Interview

QUESTIONS OF INTERVIEW

1. Are there any challenges in designing lesson plans or RPP for English lessons within the context of the kurikulum Merdeka ? If possible, could you explain what it is?
2. What is the biggest challenge you face in the creation and use of LKPD under the kurikulum Merdeka?
3. Have you noticed a difference in the way students think and solve problems since the implementation of the kurikulum Merdeka ? If so, could you explain further?
4. How do you adjust teaching materials and methods for English language learning according to the principles of the kurikulum Merdeka ? What methods do you usually use in English language learning within the kurikulum merdeka?
5. What is your opinion on the kurikulum Merdeka? Are there any challenges you encountered while implementing the kurikulum merdeka in English language learning?
6. In your opinion, what are the advantages and disadvantages of the kurikulum Merdeka in the context of English language teaching?

Appendix 3. Transcrip of Interview

TRANSCRIPT OF INTERVIEW

Interview 1

Name : Feri Julianti, S.Pd

School : SMA Alwashliyah 3 Medan

Note:

R: Researcher

N: Narasumber

R: Are there any challenges in designing lesson plans or RPP for English lessons within the context of the kurikulum Merdeka ? If possible, could you explain what it is?

N: If there are no obstacles in designing the RPP, the obstacle that is felt is the division of time in the RPP. because in the Merdeka curriculum there are many things to do, many practices that students should do but are limited by time.

R: What is the biggest challenge you face in the creation and use of LKPD under the kurikulum Merdeka?

N: So far what I feel is the division of time, and I have to think about how I can convey the material so that it reaches the students, and they can understand.

because each student has a different character and different abilities

R: Have you noticed a difference in the way students think and solve problems since the implementation of the kurikulum Merdeka ? If so, could you explain further?

N: There is clearly a difference compared to the previous curriculum, in this Merdeka curriculum students seem more active, seem more curious, and feel interested in doing a practice of English teaching materials. they are given the right, given the freedom to How they explore the material. so that it makes them think critically and have a high curiosity.

R: How do you adjust teaching materials and methods for English language learning according to the principles of the kurikulum Merdeka ? What methods do you usually use in English language learning within the kurikulum merdeka?

N: In my opinion, the way I adjust teaching materials to the Merdeka curriculum is by giving materials, giving directions, giving explanations at the beginning, then students who will actively and independently explore the ongoing material. and the method I use in this Merdeka curriculum is group discussion, where students discuss and then actively present the results of their work.

R: What is your opinion on the kurikulum Merdeka? Are there any challenges you encountered while implementing the kurikulum merdeka in English language learning?

N: The Kurikulum Merdeka is very good especially for English teachers. The challenges faced especially in English in facing the Kurikulum Merdeka are having to know the character of the students, as well as the students' abilities. As a teacher, you can direct students to find their skills, and other challenges are such as the lack of facilities from the school such as projectors, which can facilitate the implementation of lessons based on the Kurikulum Merdeka.

R: In your opinion, what are the advantages and disadvantages of the kurikulum Merdeka in the context of English language teaching?

N: The advantages of the Kurikulum Merdeka are that it can make students more active, especially in speaking, because Kurikulum Merdeka directly involves students to independently practice each lesson material. In my opinion, the Kurikulum Merdeka has no shortcomings in English lessons. On the contrary, the Kurikulum Merdeka is very beneficial for English lessons, because it makes students more active and able to work together in group discussions.

Interview 2

Name : Hildani Sari Harahap, S.Pd., M.Hum

School : SMA Islam Al ulum Terpadu Medan

Note:

R: Researcher

N: Narasumber

R: What are some of the obstacles encountered when creating lesson plans or RPP for English lessons?

N: Maybe the obstacle is that I have to adjust every material in the Merdeka curriculum with an Islamic basis because the Al Ulum school foundation is a foundation with Islamic integrity, so in every material I have to put 1 verse or 1 surah of the Qur'an related to the material.

R: What is the most significant obstacle you encounter when creating and utilizing LKPD?

N: I have difficulty managing the available time, because in the Kurikulum Merdeka there are many things that students have to do in English subject matter, for example practice, discussion and others.

R: Have you observed any changes in students' thinking and problem-solving abilities since the implementation of the Kurikulum Merdeka? If so, could you

elaborate on these changes?

N: Of course, they need to be innovative and creative, they will have a mindset so that they will think critically to solve a problem.

R: Could you describe how you adapt teaching materials and methods for English language learning to align with the principles of the Kurikulum Merdeka? What specific approaches do you typically employ in English language learning?

N: In the Merdeka Curriculum, learning emphasizes more on developing competencies and in-depth understanding according to the needs and interests of students. The way I adjust teaching materials and English learning methods in the Merdeka curriculum is where I explain to them at the beginning about the meaning of a discussion in the material, then they will independently think about how to apply or how they practice the material. In the Merdeka curriculum, students are required to be creative. Likewise with teachers, students will find new innovations in describing a material so that they can practice it and they will understand it better. The method I usually use is Project-Based Learning (PBL) Students do projects that encourage collaboration.

R: What are your thoughts on the Curriculum? Have you faced any difficulties in implementing the Curriculum in English language learning?

N: The Merdeka curriculum is very good, I strongly believe that the government

has formed the Merdeka curriculum very well according to what is needed, the Merdeka curriculum is very good because it can help students find their skills, they have been very active since the Merdeka curriculum. The school also provides adequate training facilities for teachers on how to implement the Merdeka curriculum properly.

R: From your perspective, what are the benefits and drawbacks of the Kurikulum Merdeka in the field of English language teaching?

N: In my opinion, the Merdeka curriculum, especially for English teachers, has many advantages, namely making students more active and also making them think critically independently. The Merdeka curriculum focuses more on skills so that it is very good and provides benefits for teachers and students. In the Merdeka curriculum, many projects are carried out that make students more active. the drawback may be at the beginning because they have to adjust.

Interview 3

Name : Sabariah, S.Pd

School : Yayasan Pendidikan Keluarga Medan

Note:

R: Researcher

N: Narasumber

R: Can you elaborate on the challenges involved in designing lesson plans or RPP for English lessons within the framework?

N: So far when designing the RPP, what I feel or the obstacle is probably the division of time in the RPP. because in the Merdeka curriculum there is a lot to do, a lot of practice that students should do but are limited by time.

R: What is the primary challenge you face in the development and implementation of LKPD?

N: LKPD under the Kurikulum Merdeka, In my opinion, the challenge I feel in making LKPD is how I can manage the limited time to maximize learning in class.

R: Do you see any noticeable differences in students' cognitive processes and problem-solving approaches after the introduction? If yes, could you provide more details?

N: Of course there is a difference in the way students think and solve problems since the implementation of the Kurikulum Merdeka because they are required from the beginning of this curriculum being implemented to be able to think creatively to independently find out information about a material or a lesson so that they can indirectly solve their problems and make them think critically

R: What strategies do you use to adjust teaching materials and methods in English language learning to meet the requirements of the Kurikulum Merdeka? What are some of the common methods you utilize in English language learning under this curriculum?

N: The way I adjust the teaching material is by understanding the character of the students in the class so that I can determine the steps in how I deliver a material or theme during English lessons and how I can make all students understand the material that I will present and the most important thing is I must be able to understand the character of the students. And usually I use the group discussion method where I form several groups and provide one material and they discuss it in groups to solve a problem from the English material then it will make them think creatively innovatively and collaborate with each other to be able to understand and practice the results of their discussions.

R: Could you share your perspective on the Curriculum? What challenges, if any, have you encountered while integrating the Curriculum into English language learning?

N: In my opinion, the Merdeka curriculum has a very positive impact on me, an

English teacher, because here in the Merdeka curriculum it helps students to be more active and those who were previously quiet now speak more because the Merdeka curriculum requires students to be active independently and the challenges that I feel may be that the Merdeka Curriculum requires teachers to provide materials that are in accordance with the needs and interests of students, including in English language learning. This requires more creativity and time, because the materials used cannot be one size fits all because the character of each student is different so I have to adjust it.

R: Could you weigh the pros and cons of the Curriculum in terms of its impact on English language instruction?

N: The advantages that I feel when applying the Merdeka curriculum are many examples. This curriculum encourages students to be more independent in learning, seeking information, and solving their own problems, which can improve their ability to use English independently outside the classroom. And also the benefits for myself as an English teacher, namely teachers have the freedom to adjust teaching methods and materials according to the interests and needs of students. This allows teachers to use a variety of more creative and interesting approaches. So far, the shortcomings that I feel during this Merdeka curriculum are none because maybe the training provided by the school for teachers is sufficient and also like the facilities are also adequate.

Interview 4

Name : Enny Efrida, S.S

School : SMAS KESATRIA MEDAN

Note:

R: Researcher

N: Narasumber

R: Are there any specific difficulties in developing lesson plans or RPP for English lessons in light?

N: With various components that must be considered in the RPP, including learning flexibility, activity-based projects. time management is a challenge. Teachers have difficulty designing realistic RPPs, given the limited learning time, especially if there are students who need extra guidance in mastering basic English skills.

R: What stands out as the biggest hurdle in your experience with creating and using LKPD?

N: One of the challenges I face when making LKPD is how I have to manage my time properly to maximize learning in class.

R: Has the implementation of the Kurikulum Merdeka had any impact on the way students think and approach problem-solving? If so, could you explain what these impacts are?

N: Of course there is, because the Kurikulum Merdeka has a very positive influence and impact on students in the way they think and solve problems.

Because the Kurikulum Merdeka emphasizes Increasing Creativity so that with the emphasis on project-based and collaborative learning, students are more often involved in activities that trigger their creativity in solving problems. And by giving students more freedom in determining how they learn, they become more responsible for their learning. This can increase their motivation and involvement in the learning process.

R: How do you modify your teaching resources and techniques for English language learning to reflect the guidelines? What teaching methods do you commonly use in English language learning within the framework of the Kurikulum Merdeka?

N: I believe that the best way to adapt teaching materials to the Kurikulum Merdeka is to provide materials, directions, and initial explanations, then let students actively and independently learn the material. Then I usually form Class Discussions and Collaborations: Small or large group discussions are effective methods for developing speaking and listening skills. Students can be asked to discuss certain topics, such as global issues, using English, which allows them to think critically and motivates them in learning a topic in English lessons.

R: What are your views on the effectiveness of the Curriculum? Have you encountered any obstacles in applying the Curriculum to English language learning?

N: The Merdeka Curriculum has a more flexible approach, focusing on

developing student competencies and giving teachers more freedom in designing learning that suits students' needs and potential. In teaching English, the Merdeka Curriculum allows for more contextual and project-based teaching, which can improve students' practical skills, such as speaking and writing. challenges that may arise in implementing the Merdeka Curriculum in English language teaching, namely Differences in student abilities and characters Because this approach focuses on the individual needs of students, teachers may face challenges in balancing the pace of learning in classes that have varying levels of English ability.

R: What are the strengths and weaknesses of the Curriculum as it relates to English language teaching?

N: In the context of teaching English, the Merdeka Curriculum has several advantages, for example Focus on Competency Development Because by focusing on developing practical skills (competencies), students not only learn language theory but also how to use English in real communication situations. While the drawbacks so far may be the Diverse Abilities of Students. In a class with students who have very varied levels of English ability, teachers have difficulty designing learning that can meet the needs of all students at once.

Interview 5

Name : Waluyo, S.Pd

School : SMA Dwiwarna Medan

Note:

R: Researcher

N: Narasumber

R: Could you shed light on the challenges faced when designing lesson plans or RPP for English lessons?

N: The Kurikulum Merdeka emphasizes flexibility and activity-based projects in learning, which can make time management a challenge. Teachers may find it difficult to design realistic learning plans given the limited learning time, especially if there are students who need additional guidance in basic English skills.

R: Could you identify the most pressing challenge you've encountered in the process of creating and using LKPD?

N: One of the challenges I face in making LKPD. This is because, as a teacher, I must really understand how to make simple lessons so that they are easy for students to understand and in accordance with the understanding gained by students.

R: Since the adoption of the Curriculum, have you noticed any shifts in students'

thinking and problem-solving skills? If yes, could you expand on these observations?

N: The Kurikulum Merdeka has a positive impact on students' thinking and problem-solving. The emphasis on project-based and collaborative learning encourages students' creativity in solving problems. Giving students the freedom to choose how they learn increases their responsibility for their learning, which can increase their motivation and engagement.

R: Can you explain how you tailor your teaching materials and methods for English language learning to the principles? What are some of the teaching practices you commonly use in English language learning?

N: I believe that the best way to adapt learning materials to the Kurikulum Merdeka is to provide initial materials, directions, and explanations, then encourage students to learn independently. Class discussions and collaboration are effective methods for developing speaking and listening skills. Students can discuss certain topics, such as global issues, in English, which encourages them to think critically and motivates them to learn the topic.

R: What are your observations regarding the implementation of the Curriculum? Have you experienced any challenges in incorporating the Curriculum into English language learning?

N: The Kurikulum Merdeka emphasizes learning that is tailored to students' needs, which gives teachers the freedom to design more flexible learning. In

the context of English, the Kurikulum Merdeka encourages more practical and project-based learning, which allows students to develop their speaking and writing skills.

R: What are your thoughts on the advantages and disadvantages of the Curriculum in the context of teaching English?

N: The Kurikulum Merdeka emphasizes the development of students' competencies, which allows them to develop practical English language skills. However, differences in student abilities in the classroom can be a challenge in designing effective learning for everyone.

Data	Expression
1	<p>Q: “Are there any challenges in designing lesson plans or RPP for English lessons within the context of the kurikulum Merdeka ? If possible, could you explain what it is?”</p> <p>A: <i>“If there are no impediments to creating the RPP, allocating time within it is challenging. The Kurikulum Merdeka encompasses numerous activities and practices for pupils, although time limitations constrain these”.</i></p>
2	<p>Q: “What are some of the obstacles encountered when creating lesson plans or RPP for English lessons?”</p> <p>A: <i>“The challenge may stem from the need to align all Kurikulum Merdeka materials with an Islamic foundation, as the Al Ulum school foundation upholds Islamic integrity; hence, I must incorporate one verse or one chapter of the Quran pertinent to each subject matter”.</i></p>
3	<p>Q: “Can you elaborate on the challenges involved in designing lesson plans or RPP for English lessons within the framework?”</p> <p>A: <i>“So far, when designing the RPP, the obstacle is probably the division of time because in the Kurikulum Merdeka, there are</i></p>

	<i>many things to do and many practices that students should do, but they are limited by time”.</i>
4	<p>Q: “Are there any specific difficulties in developing lesson plans or RPP for English lessons in light?”</p> <p>A: <i>“The RPP encompasses several components, including learning flexibility and activity-based projects. Time management presents a challenge. Educators encounter challenges formulating a realistic RPP due to constrained learning time, especially when accommodating pupils who need additional support in gaining fundamental English abilities”.</i></p>
5	<p>Q: “Could you shed light on the challenges faced when designing lesson plans or RPP for English lessons?”</p> <p>A: <i>“The Kurikulum Merdeka emphasizes flexibility and activity-based projects in learning, which can make time management challenging. Given the limited learning time, teachers may struggle to design realistic lesson plans, especially for students who need additional guidance in basic English skills”.</i></p>
6	<p>Q: “What is the biggest challenge you face in the creation and use of LKPD under the Kurikulum Merdeka?”</p> <p>A: <i>“So far, I feel the division of time, and I have to think about</i></p>

	<i>how I convey the material so that it reaches the students and they can understand. Each student has a different character and different abilities''.</i>
7	<p>Q: "What is the most significant obstacle you encounter when creating and utilizing LKPD?"</p> <p>A: <i>"I have difficulty managing my available time because, in the Kurikulum Merdeka, students have to do many things in English lessons, such as practice, discussion, and others".</i></p>
8	<p>Q: "What is the primary challenge you face in the development and implementation of LKPD?"</p> <p>A: <i>"In making LKPD, the challenge is managing the little time to maximize learning in class".</i></p>
9	<p>Q: "What stands out as the biggest hurdle in your experience with creating and using LKPD?"</p> <p>A: <i>"One of the challenges I faced when making LKPD was managing my time properly to maximize my learning in class".</i></p>
10	<p>Q: "Could you identify the most pressing challenge you've encountered in the process of creating and using LKPD?"</p> <p>A: <i>"One of the challenges I face in making LKPD is because, as</i></p>

	<i>a teacher, I must understand how to form a simple lesson so that it is easy for students to understand and the understanding obtained by the students”.</i>
11	<p>Q: “Have you noticed a difference in the way students think and solve problems? If so, could you explain further?”</p> <p>A: <i>“There is a difference compared to the previous curriculum. In this Kurikulum Merdeka, students appear more active, curious, and interested in practicing English language teaching materials. They are given the right and freedom to explore the material in a way that makes them think critically and have a high curiosity”.</i></p>
12	<p>Q: “Have you observed any changes in students' thinking and problem-solving abilities since the implementation of the Kurikulum Merdeka? If so, could you elaborate on these changes?”</p> <p>A: <i>“Of course, they need to be innovative and creative. They must also have a mindset that allows them to think critically to solve a problem”.</i></p>
13	<p>Q: “Do you see any noticeable differences in students' cognitive processes and problem-solving approaches after the introduction? If yes, could you provide more details?”</p>

	<p>A: <i>“Of course, there have been differences in the way students think and solve problems since the implementation of the Kurikulum Merdeka because they were required from the beginning of this curriculum to be able to think creatively and independently find information about a material or a lesson so that they could indirectly solve their problems and think critically”.</i></p>
14	<p>Q: <i>“Has the implementation of the Kurikulum Merdeka had any impact on the way students think and approach problem-solving? If so, could you explain what these impacts are?”</i></p> <p>A: <i>“The best way to adapt teaching materials to the Kurikulum Merdeka is to provide materials, directions, and initial explanations, then let students actively and independently learn the materials. Then, I usually form Class Discussions and Collaborations. Small or large group discussions effectively develop speaking and listening skills. Students can be asked to discuss specific topics, such as global issues, using English, which allows them to think critically and motivates them to learn a topic in English lessons”.</i></p>
15	<p>Q: <i>“Since the adoption of the Curriculum, have you noticed any shifts in students' thinking and problem-solving skills? If yes,</i></p>

	<p>could you expand on these observations?”</p> <p>A: <i>“Kurikulum Merdeka has a positive impact on students’ thinking and problem-solving. The emphasis on project-based and collaborative learning encourages students’ creativity in solving problems. Giving students the freedom to choose how they learn increases their responsibility for their education, which can increase their motivation and engagement”.</i></p>
16	<p>Q: “How do you adjust teaching materials and methods for English language learning according to the principles? What methods do you usually use in English language learning?”</p> <p>A: <i>“I adapt teaching materials to the Kurikulum Merdeka by providing resources, offering instructions, and delivering explanations initially. After that, students actively and independently engage with the topic. The methodology employed in this Kurikulum Merdeka involves group discussions, wherein students engage in dialogue and present their efforts’ outcomes”.</i></p>
17	<p>Q: “Could you describe how you adapt teaching materials and methods for English language learning to align with the principles of the Kurikulum Merdeka? What specific approaches do you typically employ in English language learning?”</p> <p>A: <i>“The Kurikulum Merdeka prioritizes cultivating competencies</i></p>

	<p><i>and comprehensive understanding according to students' needs and interests. I modify the teaching materials and English learning methods in the Kurikulum Merdeka by initially elucidating the concept of discussion within the material, after which students freely contemplate the application and practice of the content. Students must exhibit creativity in the autonomous curriculum. Similarly, students will encounter novel methods for elucidating the subject, enhancing their practice and comprehension. I typically choose Project-Based Learning (PBL) as my strategy. Students engage in projects that promote collaboration”.</i></p>
18	<p>Q: “What strategies do you use to adjust teaching materials and methods in English language learning to meet the requirements of the Kurikulum Merdeka? What are some of the common methods you utilize in English language learning under this curriculum?”</p> <p>A: <i>“I modify the teaching material by assessing the students' characteristics, enabling me to tailor my content delivery during English lessons and ensure comprehension among all students. Crucially, I must grasp the students' traits. I typically employ the group discussion method, wherein I organize several groups to analyze a single material. They engage in discussions to address a problem related to the English content, fostering creative and</i></p>

	<i>innovative thinking while collaborating to comprehend and apply the outcomes of their deliberations”.</i>
19	<p>Q: “How do you modify your teaching resources and techniques for English language learning to reflect the guidelines? What teaching methods do you commonly use in English language learning within the framework of the Kurikulum Merdeka?”</p> <p>A: <i>“The best way to adapt teaching materials to the Merdeka program is to give students the materials, along with some basic instructions and explanations. Then, they should be able to learn the materials on their own. Then, I usually set up Class Discussions and Group Work. Discussions in small or big groups are good ways to improve your speaking and listening skills. Students can be asked to talk about things in English, like world issues. This helps them think critically and keeps them interested in learning about those things in English class”.</i></p>
20	<p>Q: “Can you explain how you tailor your teaching materials and methods for English language learning to the principles? What are some of the teaching practices you commonly use in English language learning?”</p> <p>A: <i>“I believe that the most effective approach to adjusting the subject matter to the Kurikulum Merdeka is to provide students</i></p>

	<p><i>with materials, directions, and preliminary explanations and then encourage them to study independently. Class discussions and collaboration are effective strategies for enhancing listening and speaking abilities. Students can engage in discussions regarding specific subjects, including global issues, in English, which fosters critical thinking and stimulates their interest in the subject matter”.</i></p>
21	<p>Q: “What is your opinion on the kurikulum Merdeka? Are there any challenges you encountered while implementing the kurikulum merdeka in English language learning?”</p> <p>A: “<i>The Kurikulum Merdeka is particularly beneficial for English educators. The obstacles encountered in English within the Kurikulum Merdeka include understanding the students' characteristics and talents. A teacher can guide students in identifying their skills; nevertheless, problems include insufficient school infrastructure, such as projectors, essential for effectively implementing classes based on the autonomous curriculum”.</i></p>
22	<p>Q: “What are your thoughts on the Curriculum? Have you faced any difficulties in implementing the Curriculum in English language learning?”</p> <p>A: “<i>The Kurikulum Merdeka is commendable; I firmly believe</i></p>

	<p><i>that the Government has effectively developed it to meet essential requirements. This curriculum is advantageous as it aids students in identifying their skills, and they have demonstrated increased engagement since its implementation. The school offers adequate training resources for educators on effectively implementing the Kurikulum Merdeka''.</i></p>
23	<p>Q: "Could you share your perspective on the Curriculum? What challenges, if any, have you encountered while integrating the Curriculum into English language learning?"</p> <p>A: <i>"The Kurikulum Merdeka significantly benefits me as an English teacher, as it encourages students to engage more actively; those who were previously reticent now participate more vocally. The curriculum mandates student independence, challenging teachers to deliver content that aligns with student's needs and interests, particularly in English language learning. This necessitates increased ingenuity and time, as the materials employed cannot be uniform due to the distinct characteristics of each learner, necessitating adjustments"</i></p>
24	<p>Q: "What are your views on the effectiveness of the Curriculum? Have you encountered any obstacles in applying the Curriculum to English language learning?"</p>

	<p>A: <i>“The Kurikulum Merdeka is more adaptable; it focuses on building students' skills and gives teachers more freedom to plan lessons that meet the needs and abilities of each student. The Kurikulum Merdeka makes it possible to teach English more contextually and project-based, which can help students improve their fundamental skills like writing and speaking. Problems that might arise when using the Kurikulum Merdeka to teach English are that students have different personalities and levels of skill. Because this method is based on each student's specific needs, teachers might need help finding the right pace for groups where students have different levels of English proficiency”</i></p>
25	<p>Q: “What are your observations regarding the implementation of the Curriculum? Have you experienced any challenges in incorporating the Curriculum into English language learning?”</p> <p>A: <i>“The Kurikulum Merdeka prioritizes personalized learning, allowing educators the autonomy to create more adaptable educational experiences. It promotes practical and project-based learning in English, enabling students to enhance their speaking and writing abilities”.</i></p>
26	<p>Q: “In your opinion, what are the advantages and disadvantages of the kurikulum Merdeka in the context of English language</p>

	<p>teaching?”</p> <p>A: <i>“Kurikulum Merdeka enhances student engagement, particularly in speaking, as it encourages learners to practice each lesson's content autonomously. I believe the Kurikulum Merdeka has no deficiencies in English courses. Conversely, the Kurikulum Merdeka significantly enhances English classes by fostering student engagement and collaboration in group discussions”.</i></p>
27	<p>Q: “From your perspective, what are the benefits and drawbacks of the Kurikulum Merdeka in the field of English language teaching?”</p> <p>A: <i>“The Kurikulum Merdeka, particularly for English educators, offers numerous advantages, notably fostering student engagement and enhancing their capacity for independent critical thinking. The autonomous curriculum emphasizes skill development, significantly benefiting educators and learners. The autonomous curriculum implements numerous projects that enhance student engagement. The first disadvantage may arise due to the necessity of adjustment”.</i></p>
28	<p>Q: “Could you weigh the pros and cons of the Curriculum in terms of its impact on English language instruction?”</p>

	<p>A: <i>“the benefits I perceive from using the Kurikulum Merdeka are numerous. This curriculum promotes student autonomy in learning, knowledge acquisition, and problem-solving, enhancing their capacity to utilize English independently beyond the classroom. Additionally, the advantages for me as an English educator include the autonomy to modify pedagogical approaches and resources in alignment with the interests and requirements of students. This enables educators to employ various, more innovative, and engaging methodologies. To date, I perceive implementing the Kurikulum Merdeka is the same, likely due to the school's adequate training offered to instructors and the sufficiency of the resources”.</i></p>
29	<p>Q: <i>“What are the strengths and weaknesses of the Curriculum as it relates to English language teaching?”</i></p> <p>A: <i>“The Kurikulum Merdeka offers numerous benefits in English instruction, such as emphasizing competency development. By concentrating on cultivating practical abilities (competencies), students acquire language theory and the application of English in authentic communicative contexts. The current disadvantage may be the diverse abilities of students. In a class with students with very varied levels of English ability, teachers need help designing learning that can meet the needs of all students at</i></p>

	<i>once”.</i>
30	<p>Q: “What are your thoughts on the advantages and disadvantages of the Curriculum in the context of teaching English?”</p> <p>A: <i>“The Kurikulum Merdeka focuses on cultivating students' abilities and facilitating the development of practical English skills. Nonetheless, disparities in students' capabilities inside the classroom might pose a problem in creating successful learning experiences for everybody”.</i></p>

Appendix 4. K1



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Form : K – 1

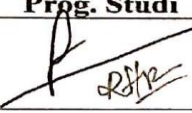

Kepada Yth: Bapak Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : **Dina Lovita Sari**
 NPM : 2002050083
 Prog. Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 115 SKS

IPK= 3,63

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	English Teacher's Perception on the Implementation of Kurikulum Merdeka at Senior High Schools in Medan	
	The Impact of Classroom seating Arrangements on participation and Interaction in Senior High School English Learning	
	The Impact of Social Media use on English Education Student's development of English speaking skills	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 20 Juli 2024
 Hormat Pemohon,



Dina Lovita Sari

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Program Studi
 - Untuk Mahasiswa yang bersangkutan

Appendix 5. K2



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : **Dina Lovita Sari**
 NPM : 2002050083
 Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

English Teacher's Perception on the Implementation of Kurikulum Merdeka at Senior High Schools in Medan

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

Yayuk Hayulina Manurung, S.Pd., M.Hum.

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, Juli 2024
 Hormat Pemohon,

Dina Lovita Sari

Keterangan

Dibuat rangkap 3 :
 - Untuk Dekan / Fakultas
 - Untuk Ketua / Sekretaris Prog. Studi
 - Untuk Mahasiswa yang Bersangkutan

Appendix 6. K3

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 1688 /II.3/UMSU-02/F/2024
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Dina Lovita Sari
N P M : 2002050083
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : English Teacher's Perception on the Implementation of Kurikulum Merdeka at Senior High Schools in Medan.

Pembimbing : Yuyu Hayulina Maurung, S. Pd., M. Hum.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : 20 Juli 2025

Medan 14 Muharram 1446 H
20 Juli 2024 M




 Wassalam
 Dekan
 Dra. Hj. Syamsuyurnita, MPd.
 NIDN : 0004066701

Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing Materi dan Teknis
 4. Pembimbing Riset
 5. Mahasiswa yang bersangkutan :
- WAJIB MENGIKUTI SEMINAR**



Appendix 7. Berita Acara Bimbingan Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Dina Lovita Sari
 N.P.M : 2002050083
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : English Teacher's Perceptions on the Implementation of Kurikulum Merdeka at Senior High Schools in Medan

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
14/6 2024	Introduction Background of study Objectives of study	
16/7 2024	Review literature Previous study	
30/7 2024	Conceptual framework Method of research	
5/08 2024	Data collection, Data analysis Research Design	
20/08 2024	References, final Review	
22/08 2024	Acc Empiro	

Diketahui oleh:
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum)

Medan, Agustus 2024

Dosen Pembimbing

(Yayuk Hayulina Manurung, S.Pd., M.Hum.)



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Kamis tanggal 29 Bulan Agustus Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Dina Lovita Sari
NPM : 2002050083
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : English Teachers' Perceptions on the Implementation of Kurikulum Merdeka at Senior High Schools in Medan

No	Masukan dan Saran
Judul	
Bab I	<i>Chapter I, Background of the study,</i>
Bab II	
Bab III	<i>Research design should be elaborate in briefly instrument of research</i>
Lainnya	
Kesimpulan	<input type="checkbox"/> Disetujui <input type="checkbox"/> Ditolak <input checked="" type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Dra. Hj. Diani Syahputri, M.Hum.)

Dosen Pembimbing

(Yayuk Hayulina Manurung, S.Pd. M.Hum.)

Panitia Pelaksana

Ketua

(Dr. Pirman Ginting, S.Pd., M.Hum.)

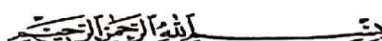
Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

Appendix 9. Lembar Pengesahan Seminar Proposal



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Dina Lovita Sari
N.P.M : 2002050083
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : English Teachers' Perception on the Implementation of Kurikulum Merdeka at Senior High Schools.

Pada hari Kamis Tanggal 29 Bulan Agustus Tahun 2024 sudah layak menjadi proposal skripsi.

Medan, September 2024

Disetujui oleh:

Dosen Pembahas

(Dra. Hj. Diani Syahputri, M.Hum.)

Dosen Pembimbing

(Yayuk Hayulina Manurung, S.Pd., M. Hum.)

Diketahui oleh
Ketua Program Studi,

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Appendix 10. Izin Riset



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XI/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

<https://fklp.umsu.ac.id> fklp@umsu.ac.id [umsu.medan](#) [umsu.medan](#) [umsu.medan](#) [umsu.medan](#)

Nomor : 2472 /II.3/UMSU-02/F/2024
 Lamp : ---

Medan, 15 Rabiul Awal 1446 H
 18 September 2024 M

H a l : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala
SMAS Al Washliyah 3 Medan
Di
Tempat.

Bismillahirrahmanirrahim
 Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : **Dina Lovita Sari**
 N P M : 2002050083
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : **English Teachers' Perception on The Implementation of Kurikulum Merdeka at Senior High Schools.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Wassalam
 Dekan

Dra. Hj. Syamsul Yurnita, M.Pd.
 NIDN : 0004066701





UMSU
Unggul | Cerdas | Terpercaya
Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XI/2022
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003
🌐 <https://fkip.umsu.ac.id> ✉ fkip@umsu.ac.id 📺 umsumedan 📷 umsumedan 📺 umsumedan 📺 umsumedan

Nomor : 2585 /II.3/UMSU-02/F/2024
Lamp : ---

Medan, 27 Rabiul Awal 1446 H
30 September 2024 M

H a l : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala
SMA Dwiwarna Medan
Di
Tempat.

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : **Dina Lovita Sari**
N P M : 2002050083
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **English Teachers' Perception on The Implementation of Kurikulum Merdeka at Senior High Schools**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Dra. H. Syamsuurnita, MPd.
NIDN : 0004066701

****Pentinggal**





UMSU

Unggul | Cerdas | Terpercaya
Menjawab surat ini agar disebutkan
dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XII/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

<https://fkip.umsu.ac.id> fkip@umsu.ac.id [f umsumedan](#) [i umsumedan](#) [t umsumedan](#) [u umsumedan](#) [y umsumedan](#)

Nomor : 2792 /II.3/UMSU-02/F/2024
Lamp : ---

Medan, 08 Rabiul Akhir 1446 H
11 Oktober 2024 M

H a l : Izin Riset

**Kepada : Yth. Bapak/Ibu Kepala
SMA Swasta Keatria Medan
Di
Tempat.**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Dina Lovita Sari
N P M : 2002050083
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : English Teachers' Perception on the Implementation of Kurikulum Merdeka at Senior High Schools.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Wassalam
Dekan

Dra. Hj. Samsyurnita, MPd.
NIDN 0004066701

****Pertinggal**





UMSU

Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XI/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

<https://fkfp.umsu.ac.id> fkfp@umsu.ac.id [umsumedan](#) [umsumedan](#) [umsumedan](#) [umsumedan](#)

Nomor : 2470/II.3/UMSU-02/F/2024
 Lamp : ---

Medan, 15 Rabiul Awal 1446 H
18 September 2024 M

H a l : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala
SMA Islam Al Ulum Terpadu
Di
Tempat.

Bismillahirrahmanirrahim
 Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : **Dina Lovita Sari**
 N P M : 2002050083
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : **English Teachers' Perception on The Implementation of Kurikulum Merdeka at Senior High Schools.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Dra. Hj. Syamsuurnita, M.Pd.
NIDN : 0004066701



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 CamScanner



UMSU

Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XI/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

<https://fkip.umsu.ac.id> fkip@umsu.ac.id [fumsu](#) [umsu](#) [umsu](#) [umsu](#) [umsu](#)

Nomor : 2469 /II.3/UMSU-02/F/2024
 Lamp : <->

Medan, 15 Rabiul Awal 1446 H
18 September 2024 M

H a l : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala
Yayasan Pendidikan Keluarga-YPK Medan
Di
Tempat.

Bismillahirrahmanirrahim
 Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : **Dina Lovita Sari**
 N P M : 2002050083
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : **English Teachers' Perception on The Implementation of Kurikulum Merdeka at Senior High Schools.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Dra. Hj. Syamsuurnita, M.Pd.
 NIDN : 0004066701



Appendix 11. Surat Keterangan Selesai Riset



SEKOLAH MENENGAH ATAS (S M A)

Al Washliyah - 3 Medan

Izin Operasional: No : 420 / 12737 / DIKMEN / 2009 Jenjang Akreditasi : Peringkat A
Jalan S.M. Raja / Garu II No. 2 Kotak Pos 1418 Telp. 7868487 - 7867044 Medan

SURAT KETERANGAN

Nomor : 101/ I.05.1.7/SMA.A13/KL/2024

Kepala Sekolah Menengah Atas (SMA) Al Washliyah 3 Medan Kelurahan Harjosari I Kecamatan Medan Amplas Kotamadia Medan Provinsi Sumatera Utara menerangkan bahwa :

N A M A	: Dina Lovita Sari
NPM	: 2002050083
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan

Adalah benar telah melakukan riset di Sekolah Menengah Atas (SMA) Al Washliyah 3 Medan Kelurahan Harjosari I Kecamatan Medan Amplas Kota Medan Provinsi Sumatera Utara dengan judul penelitian *"English Teachers' Perception on The Implementation of Kurikulum Merdeka at Senior High Schools"*. pada :

Hari / Tanggal	: Senin/23 September 2024
Pukul	: 08.00 Wib s/d Selesai

Demikian surat keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Medan, 27 September 2024
Kepala Sekolah

Rita Nauli Hutasuht, M.Pd



YAYASAN PENDIDIKAN DAN SOSIAL DWIWARNA SMA DWIWARNA MEDAN STATUS TERAKREDITASI

Jalan Gedung Arca No. 52 Telp. 061-7347913 Fax, 061-7347954 Medan 20217

Medan, 16 Oktober 2024

Nomor : 147 /I05.1/SMA-DW/2024

Lamp : --

Hal : **Telah selesai melaksanakan Riset**

Kepada Yth :
Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas Muhammadiyah Sumatera Utara
di-
Tempat

Yang bertanda tangan dibawah ini Kepala SMA Dwiwarna Medan, teladan Barat
Kecamatan Medan Kota, Kota Medan

Nama : Ir. MARDIANA
Jabatan : KEPALA SEKOLAH

Menerangkan bahwa :

No	NIM	NAMA MAHASISWA	PROGRAM STUDI
1	2002050083	DINA LOVITA SARI	PENDIDIKAN BAHASA INGGRIS

Telah melaksanakan Penelitian Riset yang Berhudul **"English Teachers' Perception on The Implentatiton of Kurikulum Merdeka at Senior High School"** di SMA Dwiwarna Medan pada tanggal 9 Oktober 2024.

Demikian surat keterangan ini kami buat dengan sesungguhnya dan untuk dipergunakan sebagaimana mestinya.



Kepala Sekolah

Ir. MARDIANA



YAYASAN AMANAH KARAMAH SMA ISLAM AL ULUM TERPADU

STATUS: TERAKREDITASI "A" (AMAT BAIK) NO.: MA.000939

Jln. Tuasan No. 35 Medan, 20222 Telp. (061) 6642331 / WA : 0812 7764 5792

www.alulumterpadu.sch.id | email : yak.alulumterpadu@gmail.com

NSS : 334076009264

NPSN : 10257886

SURAT KETERANGAN

Nomor : 953/SMA-AUT/E.23/X/2024

Sehubungan dengan Surat dari Universitas Muhammadiyah Sumatera Utara Fakultas Keguruan dan Ilmu Pendidikan nomor : 2470/II.3/UMSU-02/F/2024 pada 18 September 2024 perihal Mohon Izin Riset. Dengan ini Kepala Sekolah SMA Islam Al Ulum Terpadu Medan, Jalan Tuasan No.35 Medan, Propinsi Sumatera Utara, menerangkan bahwa :

Nama	: Dina Lovita Sari
N P M	: 2002050083
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: English Teachers' Perception on The Implementation of Kurikulum Merdeka at Senior High Schools

Benar telah melaksanakan Riset di SMA Islam Al Ulum Terpadu Medan pada tanggal 27 September 2024.

Demikianlah surat keterangan ini diperbuat, untuk dapat dipergunakan sebagaimana mestinya.

Medan, 03 Oktober 2024
SMA Islam Al Ulum Terpadu
Kepala Sekolah


Bambang Hardian Damanik, S. Pd





YAYASAN PERGURUAN KESATRIA SEKOLAH MENENGAH ATAS KESATRIA

Jl. Gedung Arca No.24 Medan 20217 Tel.061-7332473

Nomor : 067/SMA-S/LL/X/2024

Lampiran : -

Perihal : Balasan Izin Riset

Kepada Yth
Ibu Dekan Fakultas Keguruan dan Ilmu Pengetahuan
Universitas Muhammadiyah Sumatera Utara
Di tempat

Dengan Hormat

Sehubungan dengan adanya Surat nomor 2792/II.3/UMSU-02/F/2024 tentang Permohonan Izin Riset kepada kami, maka dengan ini kami menerangkan bahwa Nama Mahasiswa yang tertera dibawah ini telah melakukan Riset pada hari Sabtu 4 Oktober 2024 di SMA Swasta Kesatria Medan. Adapun nama mahasiswa tersebut adalah sebagai berikut:

Nama : Dina Lovita Sari
NPM : 2002050083
Program Studi : Pendidikan Bahasa Inggris

Demikian surat keterangan ini dibuat untuk dapat digunakan seperlunya
Atas perhatian dan kerjasamanya di ucapkan terimakasih.

Medan, 17 Oktober 2024
Kepala SMA Swasta Kesatria Medan



Mhd. Ramadhan, S.Pd.I



YAYASAN PENDIDIKAN KELUARGA MEDAN
SMA YPK MEDAN
STATUS TERAKREDITASI "A"

Sekretariat : Jl. Sakti Lubis Gg. Pegawai No. 8 Telp. (061) 7879712 Medan – 20219
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 NSS : 304076001050 NDS : G. 3007120017 NPSN : 10210868

SURAT KETERANGAN

Nomor : 1481/SMA/YPK/E.7/2024

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Atas (SMA) Swasta Yayasan Pendidikan Keluarga (YPK) Medan, Kecamatan Medan Kota, Kabupaten/Kota Medan, Propinsi Sumatera Utara, sesuai dengan surat permohonan izin riset dari Dekan FKIP UMSU nomor : 2469/II.3/UMSU-02/F//2024 tanggal 18 September 2024, menerangkan bahwa :

N a m a : **DINA LOVITA SARI**
 NPM : 2002050083
 Program Studi : S-1/ Pendidikan Bahasa Inggris
 Judul Penelitian : **"ENGLISH TEACHERS' PERCEPTION ON THE IMPLEMENTATION OF KURIKULUM MERDEKA AT SENIOR HIGH SCHOOLS"**

Adalah benar telah melaksanakan Riset/ Penelitian di SMA YPK Medan pada tanggal : 24 September 2024.

Untuk kelangsungan kegiatan Penelitian Mahasiswa, kiranya saudara dapat memberikan kepada kami 1 (satu) eks. Skripsi .

Demikian Surat Keterangan ini di buat dengan sebenarnya, untuk dapat digunakan sebagaimana mestinya.

Medan, 20 September 2024
 S M An. Kepala Sekolah,
 Wakasek I Bid. Kurikulum
YOPI PRABUDI, S.Pd

Appendix 12. Surat Keterangan Perpustakaan



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
PERPUSTAKAAN

Terakreditasi A Berdasarkan Ketetapan Perpustakaan Nasional Republik Indonesia No. 00059/LAP/PT/IX.2018
 Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567
 NPP. 1271202D1000003 <http://perpustakaan.umsu.ac.id> perpustakaan@umsu.ac.id [perpustakaan_umsu](https://www.perpustakaan_umsu.ac.id)

SURAT KETERANGAN

Nomor: 03389/KET/II.11-AU/UMSU-P/M/2024

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : DINA LOVITA SARI
 NPM : 2002050083
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/ P.Studi : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 5 Jumadil Awal 1446 H
 07 November 2024 M
 Kepala Perpustakaan,

 Dr. Muhammad Arifin, M.Pd.

Appendix 13. Surat Pernyataan Tidak Plagiasi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Dina Lovita Sari
 N.P.M : 2002050083
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : English Teachers' Perception on the Implementation of Kurikulum Merdeka at Senior High Schools.

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong **Plagiat**.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 18 September 2024
 Hormat saya
 Yang membuat pernyataan,

Dina Lovita Sari

Diketahui oleh Ketua Program Studi
 Pendidikan Bahasa Inggris

Dr. Pirman Ginting, S.Pd., M.Hum.

Appendix 14. Permohonan Perubahan Judul



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
 Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada: Yth. Bapak Ketua/Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim
 Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Dina Lovita Sari
 NPM : 2002050083
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

**English Teachers' Perception on the Implementation of Kurikulum Merdeka at
 Senior High Schools in Medan**

Menjadi:

**English Teachers' Perception on the Implementation of Kurikulum Merdeka at
 Senior High Schools**

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Ibu saya ucapkan terima kasih.

Medan, September 2024

Ketua Program Studi
 Pendidikan Bahasa Inggris

Dr. Pirman Ginting, S.Pd., M.Hum

Hormat Pemohon

Dina Lovita Sari

Diketahui Oleh :

Dosen Pembahas

Dra. Hj. Diani Syahputri, M.Hum.

Dosen Pembimbing

Yayuk Hayulina Manurung, S.Pd., M. Hum.

Appendix 15. Berita Acara Bimbingan Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Dina Lovita Sari
 N.P.M : 2002050083
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : English Teachers' Perceptions on the Implementation of Kurikulum Merdeka at Senior High Schools

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
4 Oct 2024	Previous Chapter 1, 2, 3	
11 Oct 2024	Data Display	
15 Oct 2024	Data Analysis and Research findings	
18 Oct 2024	Discussion, Conclusion and Suggestion	
5 Nov 2024	References, Abstract And Acknowledgement	
7 Nov 2024	Acc for sidang	

Medan, 7 November 2024

Diketahui oleh:
 Ketua Prodi

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Yayuk Hayulina Manurung, S.Pd., M.Hum.)

Appendix 16.**DOCUMENTATION OF RESEARCH**





CURRICULUM VITAE

Name : Dina Lovita Sari
Npm : 2002050083
Gender : Female
Religion : Islam
Place/date of birth : Bengkulu, 27 june 2002
Partial status : Single
Nationality : Indonesian
Adress : Marindal, bajak V. Medan Amplas
Father's name : Tuhiman
Mother's name : Santi Rahmadani
Phone : 082391428351
Email : dinalovitasary@gmail.com

EDUCATIONAL BACKGROUND

Elementary school : SDN 020 Sekijang
Junior High School : MTS jabal Nur Kandis
Senior High School : SMA Asy-syafiiyah International Medan
Bachelor (S1) : Universitas Muhammadiyah Sumatera Utara