

**PRE-SERVICE EFL TEACHERS' PROBLEMS IN
TEACHING PRACTICE USING *MERDEKA*
CURRICULUM**

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education



by:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

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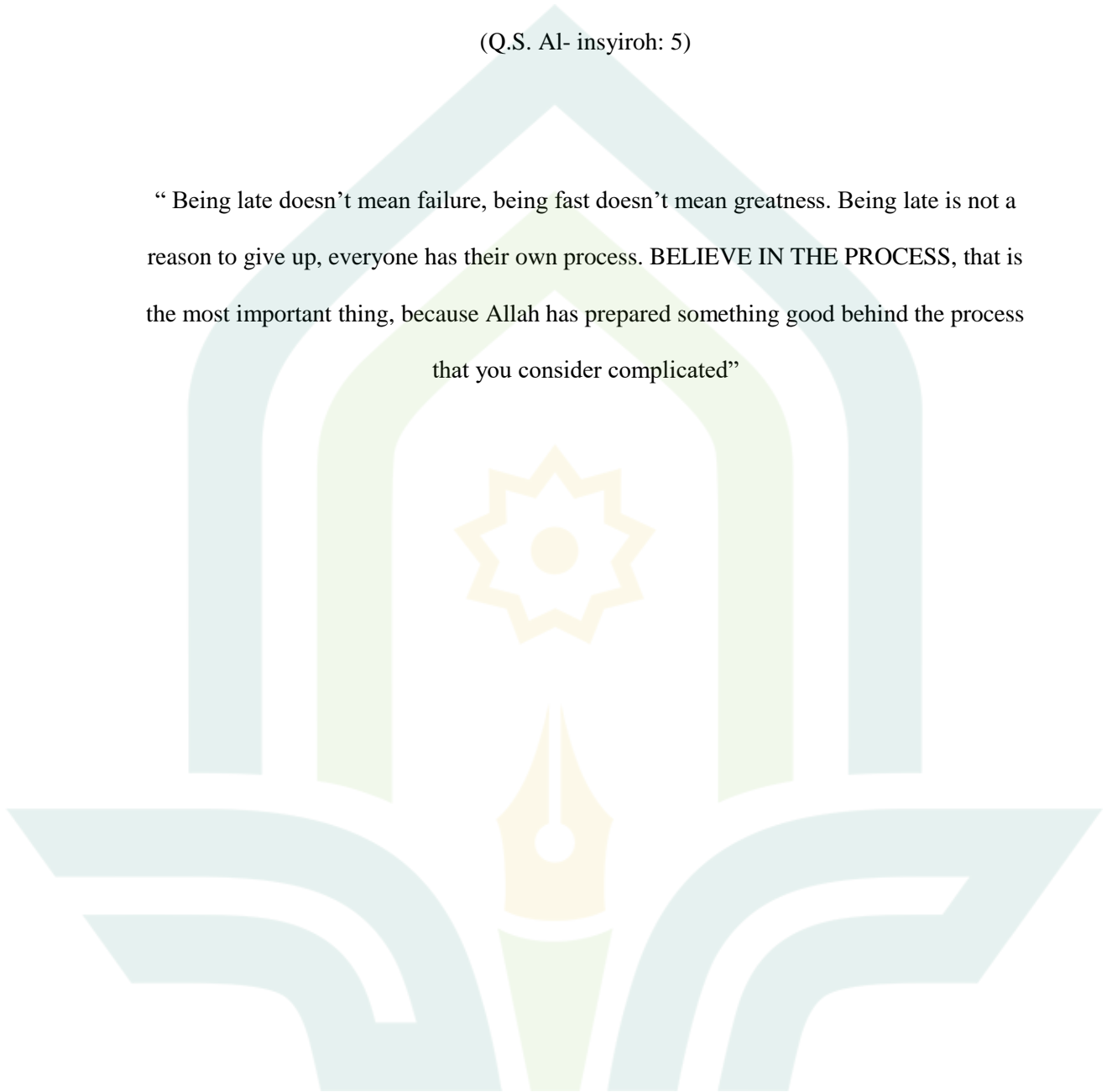
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MOTTO

“So indeed, with hardship [will be] ease”

(Q.S. Al- insyiroh: 5)

“ Being late doesn't mean failure, being fast doesn't mean greatness. Being late is not a reason to give up, everyone has their own process. BELIEVE IN THE PROCESS, that is the most important thing, because Allah has prepared something good behind the process that you consider complicated”



ABSTRACT

Syafiqka, Sania. 2023. "Pre-Service Teachers' Problem In English Teaching Practice Using *Merdeka Belajar* Curriculum". A Thesis. English Education Department Faculty Of Education And Teacher Training State Islamic University K.H. Abdurrahman Wahid Pekalongan. Supervisor Mrs. Chubbi Millatina Rokhuma, M.Pd.

Keywords: Teaching Practice, Teaching Strategies, *Merdeka* Curriculum

Curriculum is one aspect that must be understood by every students majoring in teacher training, but many students in university have problem in teaching training. They are confronted with the new curriculum that is *merdeka curriculum*, that students experience difficulties implementing the new curriculum when teaching in class. The methods are carried out by students in order to avoid errors in the practice of the curriculum. The purpose of this research to find out what difficulties students implementing and what is the strategies to solve the problems. This study used narative inquiry by involving two pre-service teachers at one of Vocational High School in Pekalongan. The researcher obtained the data by doing semi-structured interview. The result of this study shows that the problems faced by pre-service teachers in teaching using *Merdeka* Curriculum are lack of learners' motivation, over-crowded English classes, and lack of teachers' knowledge about *Merdeka* Curriculum. To resolve the issue, students have strategies namely by motivating the students, asking students to do analysis, asking students to make a group discussion, and finding out any information about *merdeka* curriculum implementation.

PREFACE

Praises and gratefulness the author pray to the presence of Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my research proposal research entitled “Storytelling Activity to Increase Students Interest in Learning English Pronunciation” can be completed. It is submitted to English Education Department, UIN K.H Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the thesis. This thesis study was able to be completed due to a lot of support from several people. Therefore, in this occasion, I would like to express my sincere gratitude to:

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Pekalongan, November 2024

The Author

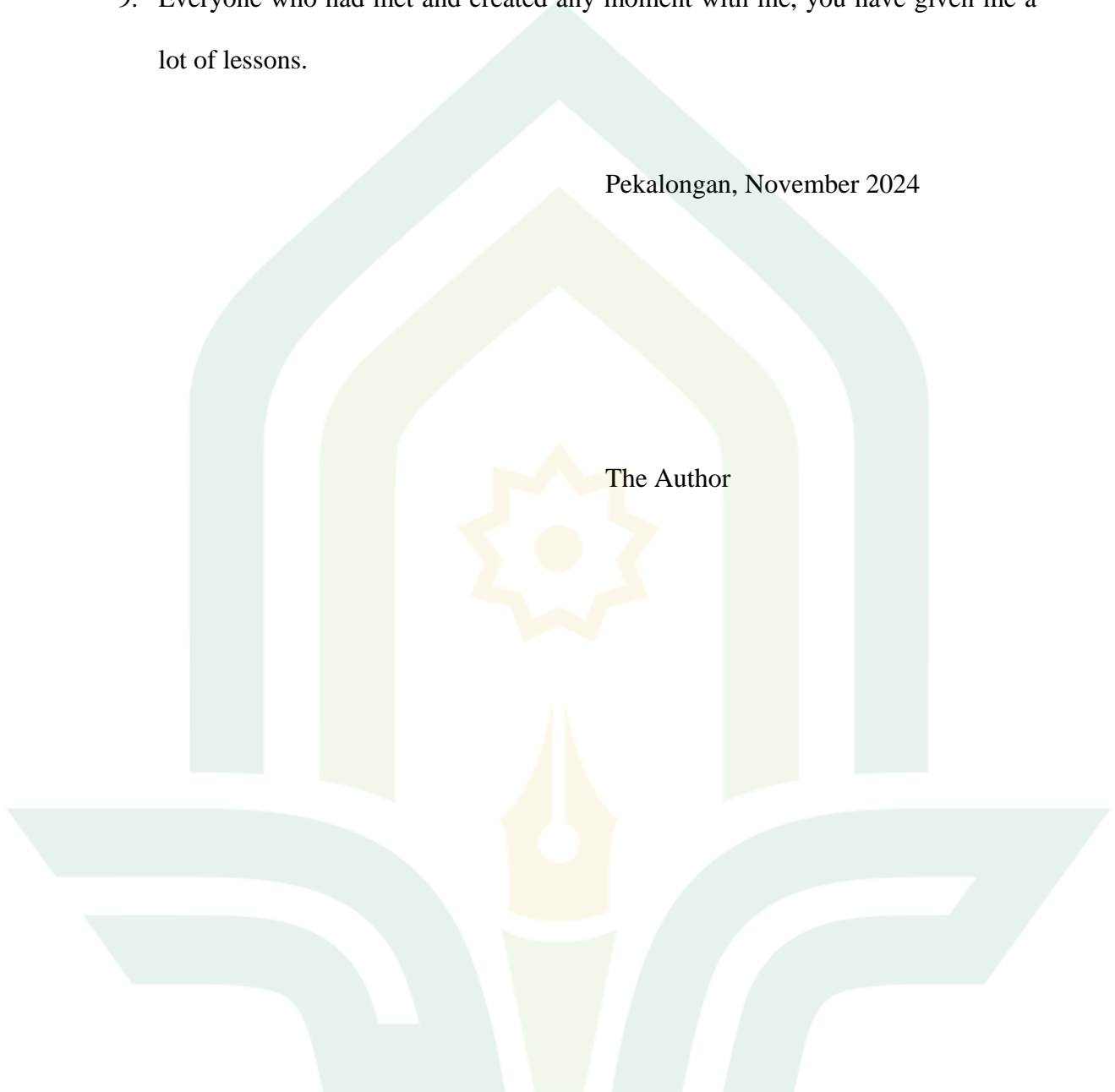


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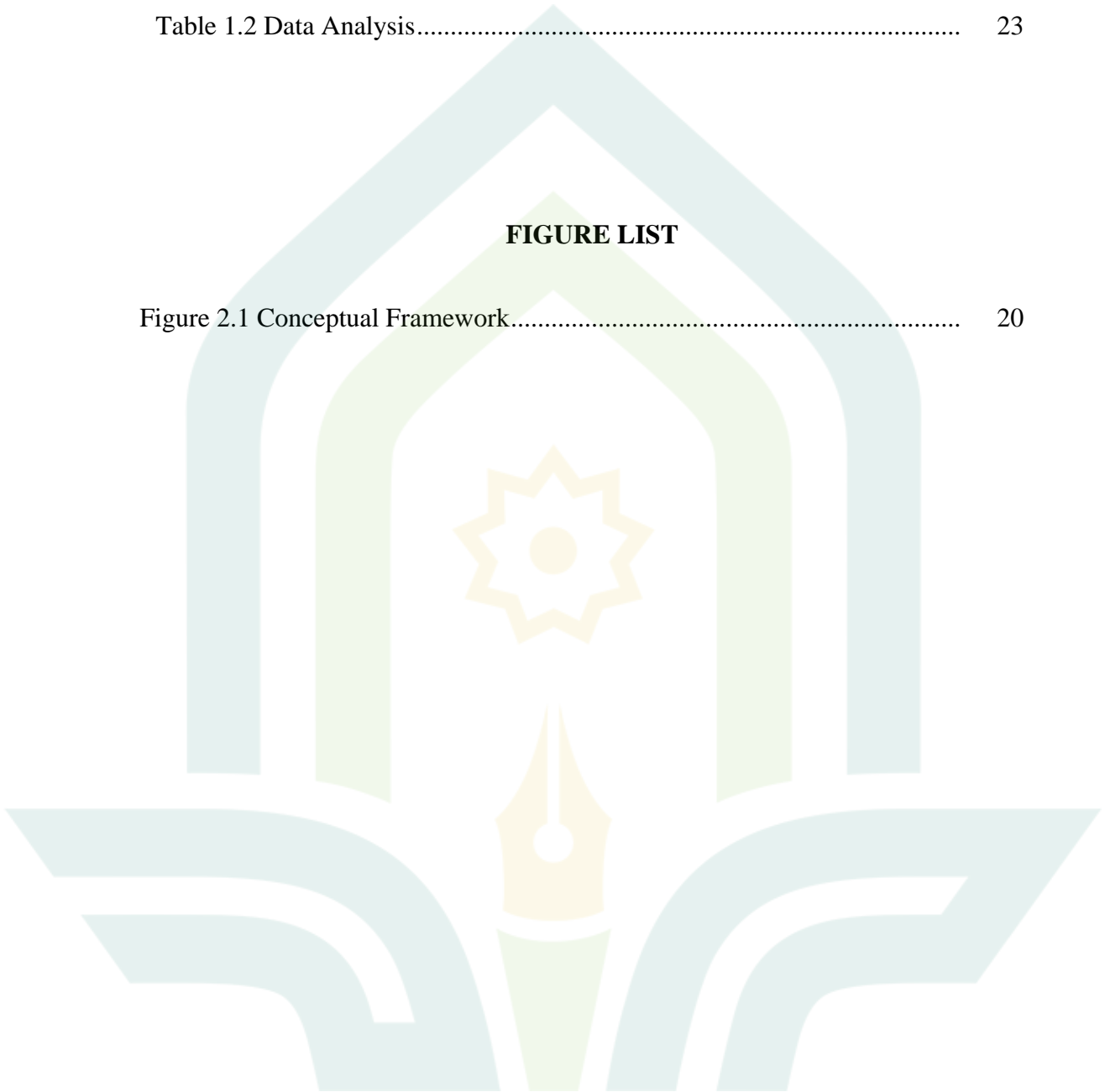
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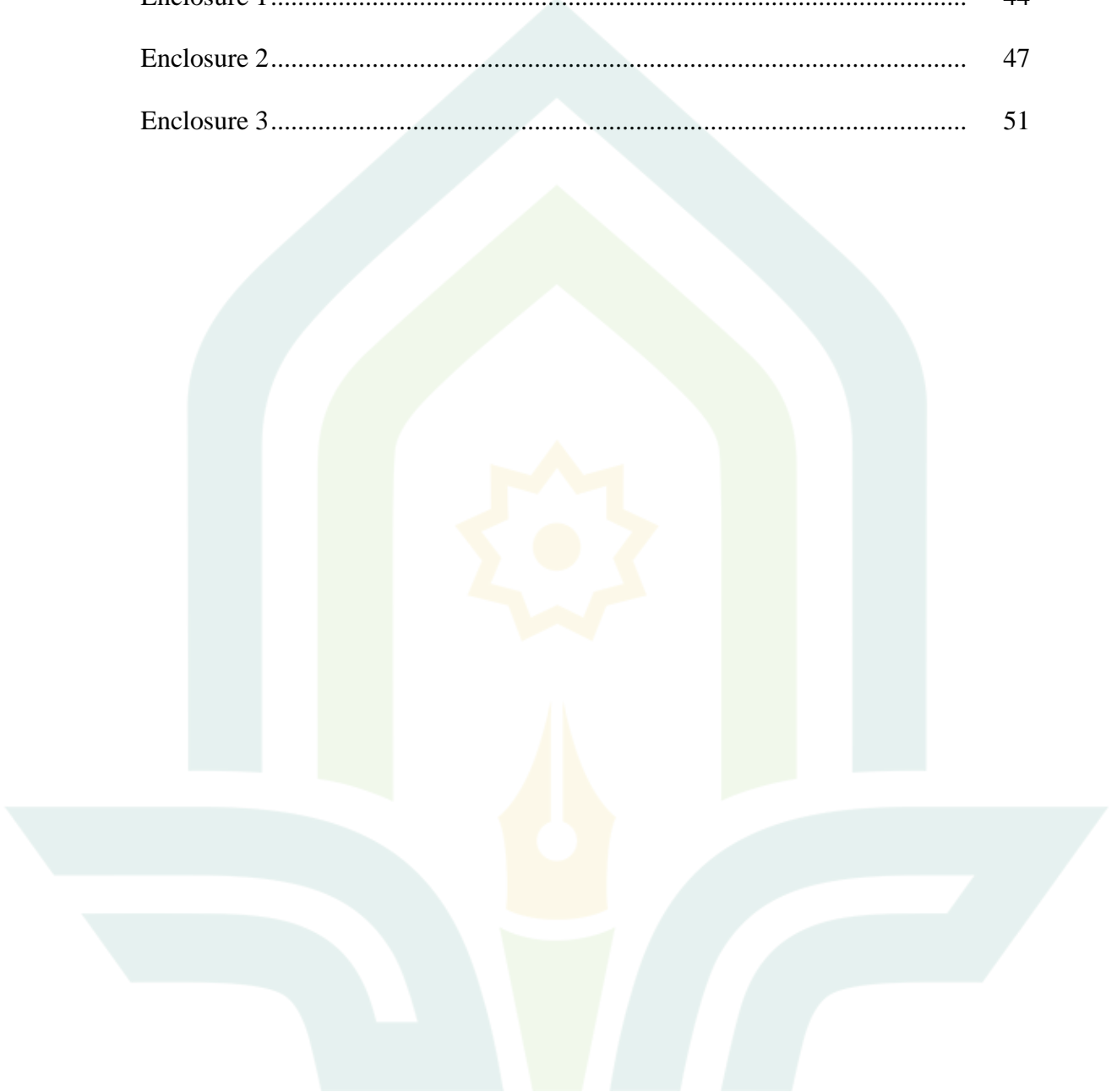
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CHAPTER I

INTRODUCTION

1.1 Background of the study

Teaching practice is one of the required activities for education majors, where students are directly involved in the teaching and learning process with the goal of practicing what they have learned theoretically on campus (Satria, 2013) This worthwhile experience will definitely enhance students' potential for becoming educators. Teaching practice should be organized and prepared so that it serves its objective, according to Mannathoko (as cited in Retnawati et al., 2018) and it can be a very unpleasant experience if students are not adequately prepared. The students have to prepare everything starting from the material until the pedagogical preparation such as the method and media that will be used in teaching practice written in the lesson plan as well as the professional competence by deepening and expanding the understanding of a specific subject. However, in practice, many preservice teachers experience difficulties in the process of teaching practice among the difficulties they often face include: not being able to handle the class, design the lesson plan, and plan the learning process.

Other challenges changes of preservice teachers during teaching practice is related to school policies including this curriculum implemented in schools driving the vocational high school center of excellence which previously learned under the name of the prototype

curriculum. the implementation of this *Merdeka* curriculum is set up with the *Kurikulum Merdeka Mandiri* (IKM) platform. in this case, there is no exception to the policy with curriculum changes which are policies of the government. Another thing that is also often one of the challenges that practical students often face is related to policies from the school and from the government, in this case one of the policies from the government which also ultimately becomes school policy is the change in curriculum, the current curriculum is the *Kurikulum Merdeka*.

The *Merdeka* curriculum is a learning method that refers to the interests and talents of students. So that students are free to develop themselves according to their talents. Simply put, this curriculum only focuses on essential material so there is not too much material. *Merdeka Belajar* is a brand-new political initiative of the Indonesian government's educational and cultural ministry, "Kemendikbud RI," which was developed by the country's high cabinet. Nadiem argues that teachers must go through the learning process first before instructing students. According to Nadiem, learning cannot take place without the transfer of basic competences and the current curriculum. This is true for educators at all levels. One of the measures made by the ministry of culture and education Nadiem Makarim, is *Merdeka* curriculum to create fun learning activities. According to Hasim (as cited in Arviansyah and Shagena 2022).

The change in curriculum makes preservice teachers' become difficulties, this is because preservice teachers' have never known the

Merdeka curriculum before. This problem is one of the factors that makes preservice teachers' feel difficult in the teaching process because of something new.

This study is started from the fact is that students who have experienced teaching practice in some schools found difficulty in implementing the *Kurikulum Merdeka*, it is because they learn different curriculum when they were in campus. For the above reasons, the researcher wants to explore how students' strategies in overcoming difficulties in implement *Merdeka* curriculum. That is why the researcher is interested in raising research entitled Preservice Teachers Problem in English Teaching Using *Kurikulum Merdeka*.

1.2 Formulation of the problem

This study proposes two questions:

- A. What problems are experienced by preservice teachers during teaching practice using the *Kurikulum Merdeka*?
- B. What strategies are used by the preservice teachers to deal with the problems?

1.3 Operational definition

To clarify to terms used in this research, the researcher will provide several definitions related to the following terms:

- A. *Merdeka* Curriculum: is one of the initiatives taken by the minister of education and culture, Nadiem Makarim, to provide enjoyable educational activities.

- B. Problems in teaching: Challenges faced by the teachers in teaching and learning process. (Lynch, 2008).
- C. Teaching strategies: The strategies that teachers use to insolving problem in teaching (Cothran & Kulinna, 2006).

1.4 Significance of the research

This study will give insights on how preservice teachers find and accomodate the problems in english teaching practice using merdeka belajar curriculum, some of them are in theoritical aspect. This study will develop the theory by Roy Killen related to effective teaching strategies. To empirical aspect, this study will give empirical insights into preservice teacher's problems in teaching practice using *Kurikulum Merdeka*. On the other hand, this research is expected to be a reference for the campus in equipping prospective teaching practice students with more careful preparation, especially related to the preparation for curriculum changes as in practical aspect of the study.

CHAPTER V

CONCLUSION

5.1 Summary of the Findings

Based on the result and discussion, the findings reveal that pre-service teachers face three problems while teaching in the classroom using the Merdeka Curriculum, namely the lack of student motivation, overcrowded English classes, and lack of teacher's knowledge about *merdeka* curriculum. However, the teacher has a strategy to solve the problems. The strategies that they did is by solving the problems include: motivating students by giving appreciation to those who achieve good grades at the end of the lesson, asking students to analyze so they can find solutions to problems that are relevant to the context of the material, asking students to form groups so that the class becomes active and easier to control, and finding out any information about *merdeka* curriculum implementation.

5.2 Recommendation

This research has many weaknesses in various aspects. Then, the researcher would like to offer some suggestions for further research that will examine this subject from a different angle and contribute reliable sources of reference, such as about teaching strategies using *Merdeka* curriculum and the way to solve them.

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