



**STUDENTS' FEELINGS IN USING ON
ENGLISH LEARNING AT A VOCATIONAL
HIGH SCHOOL IN PEKALONGAN**



**SYIFA AULA ZUBAIDI
NIM. 2520104**

2026

**STUDENTS' FEELINGS IN USING MERDEKA
CURRICULUM ON ENGLISH LEARNING AT
A VOCATIONAL HIGH SCHOOL IN
PEKALONGAN**

A THESIS

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



By :

SYIFA AULA ZUBAIDI

NIM. 2520104

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND
EDUCATION UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN**

2026

**STUDENTS' FEELINGS IN USING MERDEKA
CURRICULUM ON ENGLISH LEARNING AT
A VOCATIONAL HIGH SCHOOL IN
PEKALONGAN**

A THESIS

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



By :

SYIFA AULA ZUBAIDI

NIM. 2520104

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND
EDUCATION UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN**

2026

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertandatangan di bawah ini:

Nama : Syifa Aula Zubaidi

NIM : 2520104

Fakultasa: Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul "**Students' Feelings in Using Merdeka Curriculum on English Learning at A Vocational High School in Pekalongan**" adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 29 Juni 2026

Yang Menyatakan



SYIFA AULA ZUBAIDI

NIM. 2520104

Isriani Hardini, M.A.,Ph.D
Jalan Kurinci Gg. 3A No.2, Podosugih,
Kota Pekalongan

NOTA PEMBIMBING

Lampiran : 3 (Tiga) Eksamplar
Hal : Naskah Skripsi
Sdri. Syifa aula zubaidi
Kepada
Yth. Dekan FTIK UIN K.H Abdurrahman Wahid
Pekalongan
c.q. Ketua Jurusan TBIG
di
PEKALONGAN

Assalamu'alaikum wr.wb

Settled diadakan penelitian dan perbaikan, maka bersama ini
saya kirimkan naskah skripsi

Nama : Syifa Aula Zubaidi

Nim : 2520104

Prodi : Tadris Bahasa Inggris

Judul : STUDENTS' FEELINGS IN USING MERDEKA
CURRICULUM ON ENGLISH LEARNING AT A
VOCATIONAL HIGH SCHOOL IN PEKALONGAN

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan
sebagaimana mestinya. Atas

perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 4 Juli 2026
Pembimbing



Isriani Hardini, M.A., Ph.D.
NIP:198105302009012007



**KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM
NEGERI K.H. ABDURRAHMAN WAHID PEKALONGAN FAKULTAS
TARBIYAH DAN ILMU KEGURUAN**

Jl. Pahlawan KM.5 Rowolaku Kajen Kabupaten Pekalongan Kode Pos 51161

Website: www.fik.uingusdur.ac.id | Email: fik@uingusdur.ac.id

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

Nama : **Syifa Aula Zubaidi**
NIM : **2520104**
Program Studi : **Tadris Bahasa Inggris**
Judul Skripsi : **Students' Feelings in Using Merdeka Curriculum on
English Learning at A Vocational High School in
Pekalongan**

has been examined and approved by the panel of examiners on Thursday, 25th June 2026 as a partial fulfillment of the requirements for the Degree of *Sarjana Pendidikan* (S.Pd.) in English Education.

The Examiners

Examiner I

H. Mutammam, M.Ed.
NIP. 196506101999031003

Examiner II

Chubbi Millatipa Rokhuma, M.Pd.
NIP. 1990050720150320005

Pekalongan, 29 Juni 2026

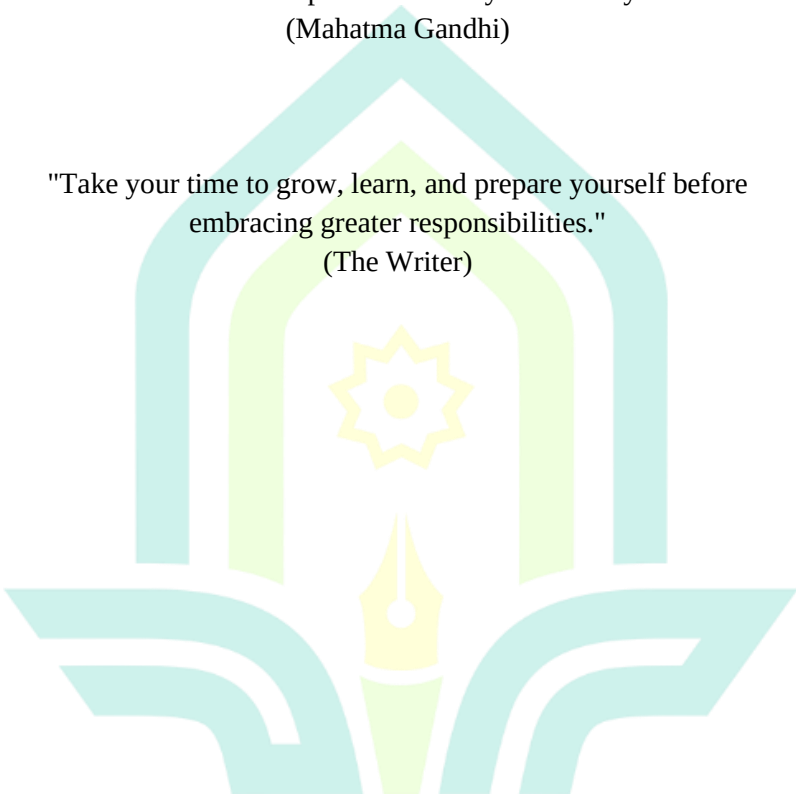


MOTTO

"And that there is not for man except that [good] for which he
strives."
(QS. An-Najm: 39)

"The future depends on what you do today."
(Mahatma Gandhi)

"Take your time to grow, learn, and prepare yourself before
embracing greater responsibilities."
(The Writer)



ACKNOWLEDGEMENTS

First of all, I would like to express my deepest gratitude to Allah SWT for His mercy, blessings, and guidance so that I can complete this thesis entitled “Students' Feeling in Using Merdeka Curriculum on English Learning at a Vocational High School in Pekalongan.” Peace and blessings be upon Prophet Muhammad SAW, his family, his companions, and all his followers.

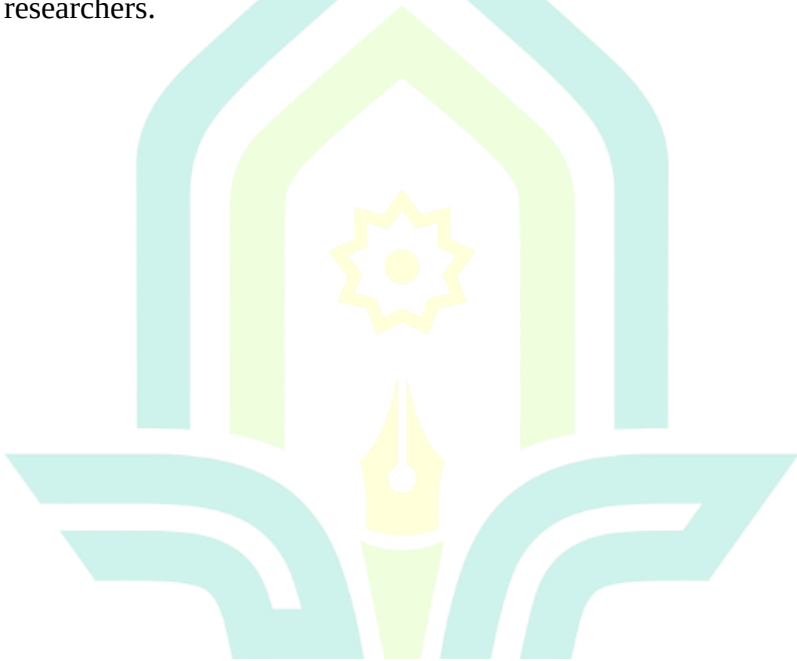
In completing this thesis, I received a lot of support, assistance, guidance, and encouragement from many people. Therefore, I would like to express my sincere gratitude to:

1. My beloved late father, Mr. Zubaidi, whose love, prayers, and values continue to inspire me throughout my life. Although he passed away at the beginning of my university journey, his memory has always encouraged me to keep pursuing my dreams and complete my study. May Allah SWT grant him the highest place in Jannah.
2. My beloved mother, Mrs. Sarotun, and my father, Mr. Muhammad Abdulloh, for their endless love, prayers, support, encouragement, and sacrifices throughout my educational journey.
3. My beloved husband, Mr. M. Hermanto, for his endless support, patience, sacrifices, and encouragement. I am deeply grateful for his willingness to continue supporting my education financially and emotionally until I could complete this thesis.
4. My beloved son, Syazani Mahidevran, for accompanying me throughout this journey. Thank you for being my greatest source of motivation and for accompanying me on countless trips to and from campus during the process of completing this thesis.
5. My supervisor, Mrs. Isriani Hardini, S.S., M.A., Ph.D., for her guidance, valuable suggestions, patience, and

support throughout the completion of this thesis.

6. All lecturers and staff of the English Education Department, Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan, for their knowledge, guidance, and assistance during my study.
7. My friends and all people who have supported and helped me during the completion of this thesis.

Finally, I realize that this thesis is far from perfect. Therefore, constructive criticism and suggestions are highly appreciated. I hope that this thesis will be useful for readers and future researchers.



ABSTRACT

The Merdeka Curriculum is currently implemented in Indonesian schools and emphasizes student-centered learning and flexibility in the learning process. However, students may experience various feelings during English learning activities. The purpose of this study was to explore students' feelings toward English learning using the Merdeka Curriculum at a vocational high school in Pekalongan. More specifically, this research investigated students' positive and negative feelings experienced during the learning process.

To achieve the purpose of the research, this study employed a qualitative method using a narrative inquiry design. The researcher conducted semi-structured interviews to collect the data from three vocational high school students selected through purposive sampling. The interview data were analyzed using thematic analysis based on the Appraisal Theory proposed by Martin and White (2005), focusing on affect categories. The results of this study indicated that students experienced both positive and negative feelings toward English learning using the Merdeka Curriculum. Positive feelings, including happiness, security, satisfaction, and inclination, were more dominant and emerged through interactive learning activities, supportive teacher feedback, and students' perceived improvement in their English skills. Meanwhile, negative feelings such as unhappiness, insecurity, dissatisfaction, and disinclination appeared in certain situations, including noisy classroom conditions, fear of making mistakes, monotonous learning activities, and unsatisfactory learning outcomes. The research suggested that the implementation of the Merdeka Curriculum generally supports positive emotional experiences in English learning, although students' feelings are influenced by classroom atmosphere and teaching practices.

Keywords: Merdeka Curriculum; English Learning; Students' Feelings; Appraisal Theory; Vocational High School

ABSTRAK

Kurikulum Merdeka telah diimplementasikan di berbagai sekolah di Indonesia dengan menekankan pembelajaran yang berpusat pada siswa serta memberikan fleksibilitas dalam proses pembelajaran. Meskipun demikian, siswa dapat mengalami berbagai perasaan selama mengikuti pembelajaran bahasa Inggris. Penelitian ini bertujuan untuk mengeksplorasi perasaan siswa terhadap pembelajaran bahasa Inggris menggunakan Kurikulum Merdeka di salah satu sekolah menengah kejuruan di Pekalongan. Secara khusus, penelitian ini mengkaji berbagai perasaan positif dan negatif yang dialami siswa selama proses pembelajaran. Untuk mencapai tujuan tersebut, penelitian ini menggunakan metode kualitatif dengan desain penyelidikan naratif (*narrative inquiry*). Data dikumpulkan melalui wawancara semi-terstruktur terhadap tiga siswa sekolah menengah kejuruan yang dipilih menggunakan teknik *purposive sampling*. Data hasil wawancara dianalisis menggunakan analisis tematik berdasarkan Teori Penilaian (*Appraisal Theory*) yang dikemukakan oleh Martin dan White (2005), dengan fokus pada kategori afek. Hasil penelitian menunjukkan bahwa siswa mengalami berbagai perasaan positif maupun negatif selama mengikuti pembelajaran bahasa Inggris menggunakan Kurikulum Merdeka. Perasaan positif, yang meliputi kebahagiaan, rasa aman, kepuasan, dan kecenderungan, lebih dominan dibandingkan perasaan negatif. Perasaan tersebut muncul melalui kegiatan pembelajaran yang interaktif, umpan balik guru yang mendukung, serta peningkatan kemampuan berbahasa Inggris yang dirasakan oleh siswa. Sementara itu, perasaan negatif, seperti ketidakbahagiaan, rasa tidak aman, ketidakpuasan, dan keengganan, muncul pada situasi tertentu, seperti suasana kelas yang berisik, rasa takut melakukan kesalahan, kegiatan pembelajaran yang monoton, serta hasil belajar yang dianggap belum memuaskan. Temuan penelitian ini menunjukkan bahwa implementasi Kurikulum Merdeka secara umum mampu mendukung terciptanya pengalaman emosional yang positif dalam pembelajaran bahasa Inggris, meskipun perasaan siswa tetap dipengaruhi oleh suasana kelas dan praktik pembelajaran yang diterapkan oleh guru.

Kata kunci: Kurikulum Merdeka; Pembelajaran Bahasa Inggris; Perasaan Siswa; Teori Penilaian; Sekolah Menengah Kejuruan.

PREFACE

Praises and gratefulness are sent to Allah SWT who has bestowed His grace, mercy, guidance, health, and patience so that the writing process of this thesis entitled "Students' Feelings in Using the Merdeka Curriculum on English Learning at a Vocational High School in Pekalongan" can be completed. It is submitted to the English Education Department, Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan, to fulfill one of the requirements for obtaining the Sarjana Pendidikan degree. This study can be accomplished because of the support and assistance from many people. Therefore, on this occasion, the writer would like to express sincere gratitude to:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag., the Rector of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Dr. H. M. Sugeng Sholehuddin, M.Ag., the Dean of the Faculty of Education and Teacher Training of UIN K.H. Abdurrahman Wahid Pekalongan.
3. Ahmad Burhanuddin, M.A., the Head of the English Education Department, Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan.
4. Mrs. Isriani Hardini, S.S., M.A., Ph.D., my supervisor who has given me guidance, suggestions, support, and valuable time in completing this thesis.
5. All lecturers and staff of the English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan who have provided knowledge, support, and assistance during my study.
6. My beloved parents who have given me endless love, prayer, support, encouragement, and advice in completing this thesis.
7. My beloved husband and my beloved son who have given me endless support, prayer, encouragement, and love in

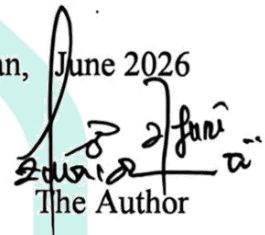
completing this thesis.

8. My best friends who have accompanied and supported me throughout my academic journey.

9. Everyone who has contributed to the completion of this thesis, either directly or indirectly.

The writer realizes that this thesis is still far from perfect. Therefore, constructive suggestions and criticisms are highly appreciated for the improvement of this thesis. Hopefully, this thesis will be useful for readers and contribute to the development of English education.

Pekalongan, June 2026



The Author

Syifa Aula Zubaidi

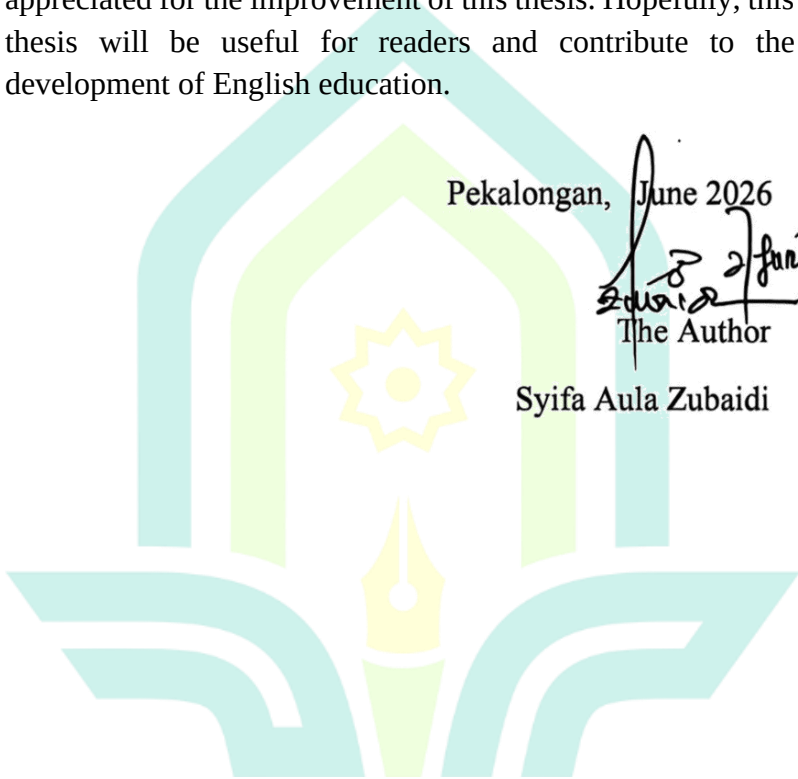


TABLE OF CONTENTS

COVER.....	i
SURAT PERNYATAAN	i
NOTA PEMBIMBING	iii
PENGESAHAN	iii
MOTTO.....	v
ACKNOWLEDGEMENTS	vi
ABSTRACT	viii
ABSTRAK.....	ix
PREFACE	x
TABLE OF CONTENTS.....	xii
CHAPTER I.....	1
INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Formulation of the Problem	2
1.3 Operational Definition.....	3
1.4 Aims of the study	3
1.5 Significances of the study	4
CHAPTER II	5
LITERATURE REVIEW	5
2.1 Theoretical Frame work	5
2.1.2 Merdeka Curriculum	8
2.1.2.1 Characteristic of Merdeka Curriculum.....	8
2.1.2.2 Focus on the essential material.....	9
2.1.3 English Learning in Merdeka Curriculum.....	11
2.1.3.1 Characteristics of the English Subject in the Merdeka Curriculum	11
2.1.3.2 Learning Outcomes for English in Phase F.....	13
2.1.3.3 Differentiated Instruction in the Merdeka Curriculum..	14
2.2 Previous Studies	16
2.3 Conceptual Framework	19
CHAPTER III.....	21
RESEARCH METHODOLOGY.....	21

3.1 Research Design.....	21
3.2 Setting and Participants.....	21
3.3 Data Collection.....	22
3.4 Data Analysis	23
3.5 Trustworthiness of the Data	25
3.6 Research Schedule.....	26
CHAPTER IV	28
FINDINGS AND DISCUSSION.....	28
4.1 Positive Feelings	28
4.1.1 Happiness	28
4.1.2 Security	29
4.1.3 Satisfaction.....	29
4.1.4 Inclination	30
4.2 Negative Feelings.....	30
4.2.1 Unhappiness	30
4.2.2 Insecurity.....	31
4.2.3 Dissatisfaction	31
4.2.4 Disinclination	31
4.2 Discussion	32
CHAPTER V.....	36
CONCLUSION	36
5.1 Summary of the findings.....	36
5.2 Recommendation	37
REFERENCES	38
ENCLOSURE.....	41

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In relation to the Merdeka Curriculum, one of its main goals is to increase students' engagement and motivation through flexible, relevant, and student-centered learning. This approach is expected to encourage students to be more active, motivated, and to have positive learning experiences. However, in reality, students' emotional responses to learning under the Merdeka Curriculum are not always uniform some feel happy and challenged, while others may feel less interested or even pressured. This variation shows that the success of curriculum implementation should not be measured solely from cognitive outcomes, but also from how students feel about the learning process.

Based on preliminary observations at a vocational high school in Pekalongan, the researcher found that students showed varied emotional responses toward learning English under the Merdeka Curriculum. Some students appeared enthusiastic, eager to participate, and actively engaged in class activities. However, others seemed less interested, remained passive, or even chose to leave the classroom. This range of emotional responses reflects the variety of students' feelings during their engagement in English learning.

Students' feeling both positive, such as happiness, confidence, and pride, and negative, such as anxiety, boredom, or disappointment play a crucial role in the learning process. As Baloğlu (2016) notes, emotions can be

divided into positive and negative categories, influenced by factors such as family environment, school atmosphere, teacher interaction, and learning media (Yıldırım & Tabak, 2019). Çetin (2021) further emphasizes that the learning environment can shape students' emotions and influence their participation in class. Therefore, understanding the full spectrum of students' feelings is important for teachers to create learning experiences that support all learners, not only those who are already enthusiastic.

The Merdeka Curriculum itself is an improvement of the Emergency Curriculum implemented during the COVID-19 pandemic, focusing on developing the Pancasila Student Profile, providing flexibility for teachers, and creating learning experiences relevant to students' needs (Nursiah et al., 2022; Juliani & Bastian, 2021). While many previous studies have examined the implementation of the Merdeka Curriculum, most have focused on teaching strategies, teacher challenges, and skill development (Astuti et al., 2024; Mellyzar et al., 2025; Çetin, 2021). There is still limited research that specifically explores students' feeling both enthusiastic and less enthusiastic toward English learning in vocational high schools. This study seeks to address this gap by exploring students' emotional experiences in depth, providing a more comprehensive understanding of the Merdeka Curriculum's impact from an affective perspective.

1.2 Formulation of the Problem

From the problems' background above, the researcher formulates the following one study question: How do vocational high school students' feel in English learning using the Merdeka Curriculum?

1.3 Operational Definition

To avoid misunderstanding the terms in this study, the researcher provides some definitions related to the study as follows:

1. **Feelings:** According to Martin and White (2005), feelings are part of the Appraisal Theory, particularly in the “Affect” domain, which focuses on emotional responses. These include feelings of happiness or unhappiness, satisfaction or dissatisfaction, and security or insecurity, which arise from individuals’ experiences in specific contexts. In this study, feelings refer to students’ emotional reactions during English learning using the Merdeka Curriculum.
2. **Merdeka Curriculum:** According to the Ministry of Education, Culture, Research, and Technology (Kemdikbud, 2022), the Merdeka Curriculum is a national learning framework that emphasizes student-centered learning,
3. **mastery of essential competencies, and the development of the Pancasila Student Profile.** It provides flexibility for teachers to design context-based learning that suits student characteristics.
4. **Students:** In this study, the term “students” specifically refers to vocational high school students in Pekalongan who are currently learning English under the Merdeka Curriculum. These students are the main participants whose feelings will be explored regarding their learning experiences.

1.4 Aims of the study

From the problem above, the researcher formulates

the following aim of the research: To explore how vocational high school students feel in English learning using the Merdeka Curriculum.

1.5 Significances of the study

Research on vocabulary learning strategies is essential. These studies able to be examined using theoretical and empirical perspectives:

1. Theoretical significances: This research contributes to the development of theoretical insights related to the affective domain in language learning, particularly by applying Appraisal Theory (Martin & White, 2005) in the context of English language learning under the Merdeka Curriculum. It also expands the literature on students' emotional experiences in vocational high schools, which are still limited in Indonesian educational research.
2. Empirical significances: This study holds empirical significance as it directly reflects students' real experiences and feelings during English language learning under the Merdeka Curriculum.
3. Practical significance: This study provides practical insights for English teachers using the Merdeka Curriculum by highlighting how students actually feel during the learning process. Understanding students' feelings can help educators create more supportive and engaging classroom environments, leading to improved motivation and learning outcomes. It encourages teachers to adapt their teaching strategies based on students' feelings, making lessons more meaningful and effective.

CHAPTER V

CONCLUSION

5.1 Summary of the findings

According to the findings of this study, students' feelings toward English learning under the Merdeka Curriculum can be seen through their experiences during the learning process. The students' feelings reflect how the implementation of the Merdeka Curriculum influences their emotional responses in learning English. These findings explain both positive and negative feelings experienced by the students.

The findings showed that students experienced more positive feelings than negative ones in learning English under the Merdeka Curriculum. Students stated that learning activities conducted under the Merdeka Curriculum encouraged them to participate actively in the classroom. Interactive activities such as group discussions and projects helped students feel happy and motivated to learn English. The flexible learning atmosphere also made students feel more confident during the learning process.

In addition, students mentioned that teacher support and feedback helped them feel secure and comfortable in learning English. Students also felt satisfied when they realized improvements in their English skills, especially in speaking and vocabulary. These positive feelings made students more interested in continuing to learn English.

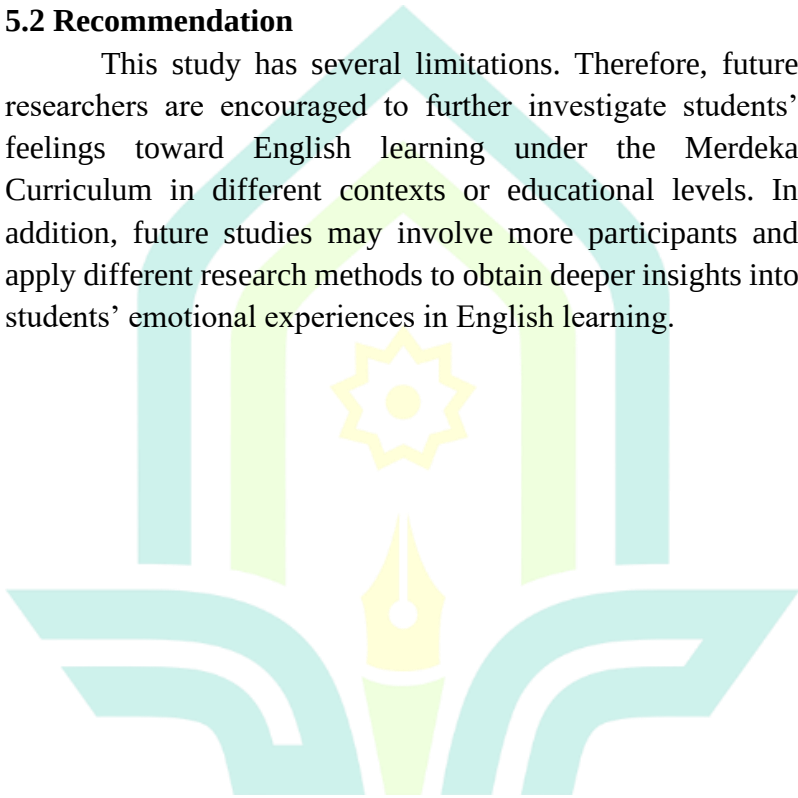
On the other hand, students also experienced some negative feelings during English learning. Students stated that they sometimes felt insecure and anxious when they were afraid of making mistakes. Some students also felt bored when the learning activities were monotonous or when they received too many assignments. However, these negative feelings did not occur frequently and did not dominate the students' overall

learning experience.

Based on the findings, it can be concluded that the Merdeka Curriculum generally supports positive emotional experiences in English learning. Although students still faced some challenges, the learning process helped students develop positive attitudes and motivation toward learning English.

5.2 Recommendation

This study has several limitations. Therefore, future researchers are encouraged to further investigate students' feelings toward English learning under the Merdeka Curriculum in different contexts or educational levels. In addition, future studies may involve more participants and apply different research methods to obtain deeper insights into students' emotional experiences in English learning.



REFERENCES

- Adewuni, S. A. (2023). Curriculum Design and Students' Learning Experiences in Post COVID-19 Era in Nigeria. *Journal of Educational and Social Research*, 13(1), 183-195. doi:<https://doi.org/10.36941/jesr-2023-0017>
- Ainia, D. K. (2020). Merdeka Belajar dalam Pandangan Ki Hadjar Dewantara dan a seewq Relevansinya bagi Pengembanagan Pendidikan Karakter. *Jurnal Filsafat Indonesia*, 3(3), 34-42. doi:<https://doi.org/10.23887/jfi.v3i3.24525>
- Akbulut, A. C. (2018). Evaluating emotion regulation processes of depression. *Klinik Psikiyatri Dergisi: The Journal of Clinical Phsyciatry*, 184–192.
- Astuti et al. (2024). The Challenges Teachers' and Students' Face in Implementing the Merdeka Belajar Curriculum for Teaching and Studying English at SMP Negeri 5 Sangatta Utara. *Jurnal Pendidikan dan Pembelajaran*, 1533-1544.
- Baloğlu, N. (2016). *Examining teachers' perceptions of organizational trust in terms of some variables*. Ankara: Pegem: In educational research e-book.
- Bastian, B. (2023, April 10). *Quipper*. Retrieved from Quipper: <https://www.quipper.com/id/blog/info-guru/materiesensial/>
- Çetin et al. (2021). How Students Feel at School: Experiences and Reasons

International Journal of Psychology and Educational Studies, 232-245.

Chen et al. (2025). Exploring foreign language classroom emotions and their on achievement in China: Validating the Achievement Emotions Questionnaire—Short Form and resupply. *Research Methods in Applied Linguistics*, 1-14.

Clandinnin, D. J., & Connelly, F. M. (1990). Stories of Experience and Narrative Inquiry. *Educational research*, 2-14.

Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Loss Angeles: Sage.

Grayson et al. (2008). Quality Curriculum and School Systems: Widening the Lens of Student Engagement. *Intercultural Development Research Association: Vol. XXXV*, 17-23.

Hidayani, M. (2018). Model Pengembangan Kurikulum. *At-Ta'lim : Media Informasi Pendidikan*, 16(2), 378-389. doi:<https://doi.org/10.29300/attalim.v16i2.845>

Ismail, S., Suhana, S., & Zakiah, Q. Y. (2021). Analisis Kebijakan Penguatan Pendidikan Karakter dalam Mewujudkan Pelajar Pancasila di Sekolah. *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 2(1), 76-84.

Jojo, A., & Sitohang, H. (2022). Analisis Kurikulum Merdeka dalam Mengatasi Learning Loss di Masa Pandemi Covid-19 (Analisis Studi Kasus Kebijakan Pendidikan). *Edukatif : Jurnal Ilmu Pendidikan*, 4(4),

5150–5161.

doi:<https://doi.org/10.31004/edukatif.v4i4.3106>

Juliani, A. J., & Bastian, A. (2021). Pendidikan karakter sebagai upaya wujudkan Pelajar Pancasila. *In Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI*, 20-35.

Kemdikbud, K. (2022, July Wednesday). *Kurikulum Merdeka. Dimensi, Elemen, Dan SbElemen*. Retrieved from [kurikulum.kemdikbud.go.id:
https://jdih.kemdikbud.go.id/sjdih/siperpu/dokumen/salanan/salanan_20220215_093900_Salanan%20Kepmendikbudristek%20No.56%20ttg%20Pedoman%20Penerapan%20Kurikulum.pdf](https://jdih.kemdikbud.go.id/sjdih/siperpu/dokumen/salanan/salanan_20220215_093900_Salanan%20Kepmendikbudristek%20No.56%20ttg%20Pedoman%20Penerapan%20Kurikulum.pdf)

Mabwe, N. (2015). Curriculum Design and Society “ A Hand in Glove ” Relationship. *International Journal of Sciences: Basic and Applied Research*, 24(4), 207-220.
doi:<http://gssrr.org/index.php?journal=JournalOfBasicAndApplied>

Martin, J. R., & White, P. R. (2005). *The Language of Evaluation: Appraisal in English*. Retrieved from http://www.thepdfportal.com/languageofevaluationbook_113387.pdf

Martin, R., & Simanjorang, M. (2022). Pentingnya Peranan Kurikulum yang Sesuai dalam Pendidikan di Indonesia. *Prosiding Pendidikan Dasar*, 1(1), 125-134.

Mellyzar et al. (2025). The Merdeka Curriculum and P5: A

Review of Teachers' understanding and Students' Experiences. *Jurnal Wahana Pendidikan*, 123- 140.

Mellyzar, Rochintaniawati, D., Fakhrah, Riandi, & Virijai, F. (2025). The Merdeka Curriculum and P5: A Review of Teachers' Understanding and Students' Experiences. *Jurnal Wahana Pendidikan*, 12(1), 123-140.

Mubarok, H., & Sofiana, N. (2023). English Language Teaching In Indonesia; The Implementation of Merdeka Curriculum in Senior High School. *Journal of Namibian Studies: History Politics Culture*, 35, 2504-2519.

Nurasiah, I., Marini, A., Nafiah, M., & Rachmawati, N. (2022). Nilai Kearifan Lokal: Proyek Paradigma Baru Program Sekolah Penggerak untuk Mewujudkan Profil Pelajar Pancasila. *Jurnal Basicedu*, 6(3), 3639-3648.

Pendi, Y. O. (2020). Merdeka Belajar Yang Tercermin Dalam Kompetensi Profesional Guru Bahasa Inggris Smp Negeri 01 Sedayu. *Jurnal Pendidikan*, 1-13.

Purwato, A. T. (2022). Perencanaan Pembelajaran Bermakna Dan Asesmen Kurikulum Merdeka. *Jurnal Pedagogy*, 15(1), 75-94.

Rizaldi, D. R., & Fatimah, Z. (2022). Merdeka Curriculum: Characteristics and Potential in Education Recovery after the COVID-19 Pandemic. *International Journal of Curriculum and Instruction*, 15(1), 260-271. doi:<http://creativecommons.org/licenses/by-nc-nd/4.0/>

Roth, W. M., & Jornet, A. (2013). Toward a Theory of Experience. *Science Education*, 107-127.

Sherly et al. (2021). Merdeka Belajar: Kajian. *UrbanGreen*

Conference Proceeding Library, 183–190.

Silawat, S. T. (2022). Curriculum Development & Enrichment Policy. *Holkar Science Collage*, 1-22.

Yıldırım, K., & Tabak, H. (2019). Examining emotions of teacher candidates regarding different classifications. *Bolu Abant İzzet Baysal University Journal of Faculty of Education*, 1441-1457.

Zumbrunn et al. (2010). Explaining determinants of confidence and success in the elementary writing classroom. *Poster session presented at the annual meeting of the American Educational Research Association, Denver*, 33-45.

Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. ASCD.

Kemendikbudristek. (2022). *Panduan Pembelajaran dan Asesmen Kurikulum Merdeka*. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Beverly Hills, CA: Sage Public

*Enclosure 4: Curriculum Vitae***CURRICULUM VITAE**

Name : Syifa aula zubaidi

Student Number: 2520104

Place and Date of Birth: Tegal, 27 Juni 2002

Gender: Female

Address: Jl. Pemuda, No 40 Rt 13 Rw 007 Purwahamba, Suradadi,
Kabupaten Tegal

Educational Background :

1. SDN 03 Tanjung Harja (2014)
2. SMP N 1 Suradadi (2017)
3. MA AT-THOHIRIYYAH
Watusallam (2020)
4. English Education Department,
Faculty of Education and Teacher
Training,
5. Universitas Islam Negeri K.H.
Abdurrahman Wahid Pekalongan
(2026)

