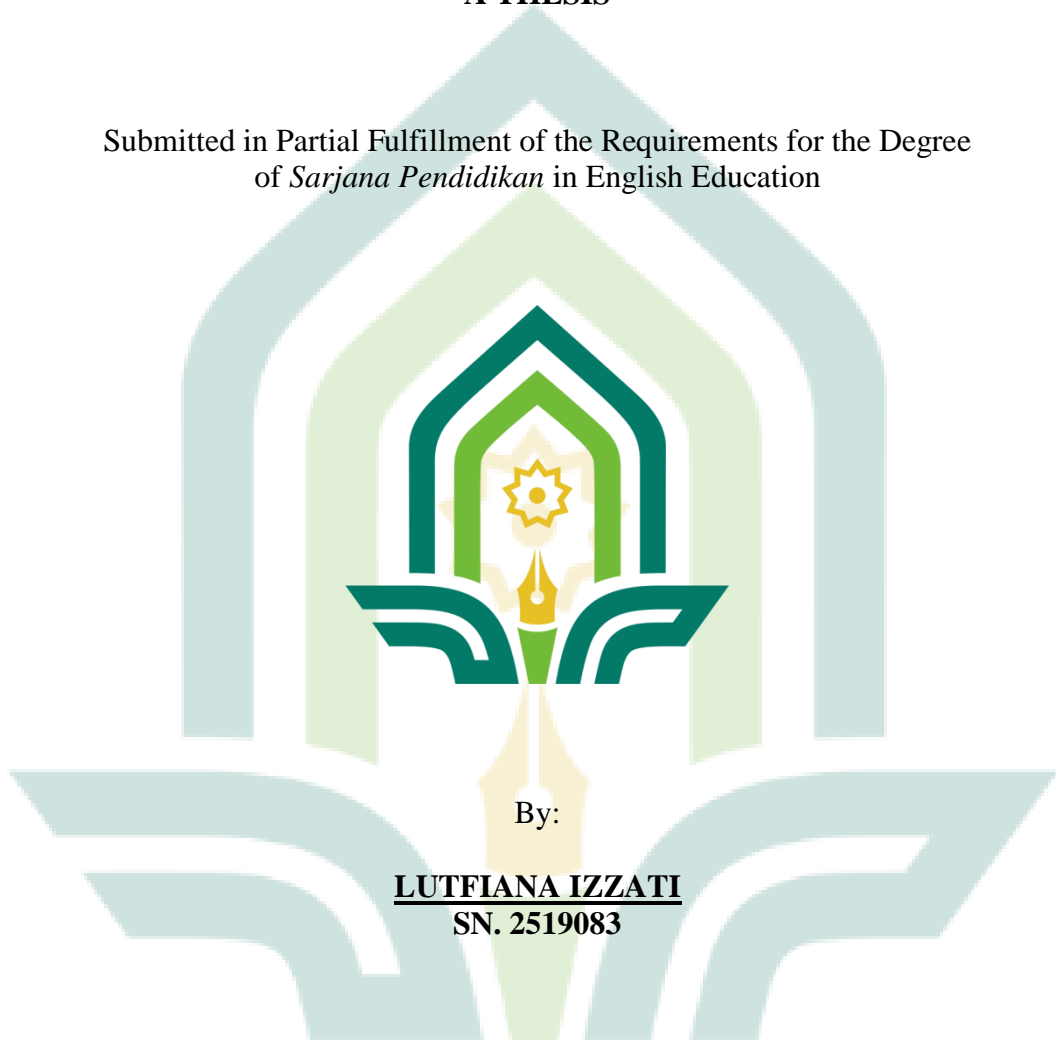


**PRE-SERVICE TEACHER'S FEELING ON "MERDEKA
BELAJAR" CURRICULUM IN ENGLISH TEACHING
PRACTICE**

A THESIS

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



By:

LUTFIANA IZZATI
SN. 2519083

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
2023**

**PRE-SERVICE TEACHER'S FEELING ON "MERDEKA
BELAJAR" CURRICULUM IN ENGLISH TEACHING
PRACTICE**

A THESIS

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



**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
2023**

**SURAT PERNYATAAN
KEASLIAN SKRIPSI**

Yang bertandatangan dibawah ini:

Nama : LUTFIANA IZZATI

NIM : 2519083

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **“Pre- service Teacher’s Feeling On “Merdeka Belajar” Curriculum in English Teaching Practice”** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 24 November 2023

Menyatakan,



LUTFIANA IZZATI
NIM. 2519083

Chubbi Millatina Rokhuma, M.Pd
Banyurip Ageng Gg. 3C, Pekalongan Selatan Kota Pekalongan

NOTA PEMBIMBING

Lamp : 3 (Tiga) Eksemplar
Hal : Naskah Skripsi
Sdr. Lutfiana izzati

Kepada
Yth. Dekan FTIK UIN K.H Abdurrahman Wahid Pekalongan
c.q. Ketua Jurusan TBIG
di
PEKALONGAN

Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi:

Nama : Lutfiana izzati
NIM : 2519083
Jurusan : FTIK/Tadris Bahasa Inggris
Judul : **Pre-Service Teacher's Feeling on "MERDEKA BELAJAR" Curriculum in English Teaching Practice**

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terimakasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 7 November 2023
Pembimbing



Chubbi Millatina Rokhuma, M. Pd
NIP 199005072015032005



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 51161
Website: ftik.iainpekalongan.ac.id email: ftik@iainpekalongan.ac.id

APPROVAL SHEET

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

NAME : LUTFIANA IZZATI

SN : 2519083

TITLE : PRE-SERVICE TEACHER'S FEELING ON "MERDEKA BELAJAR" CURRICULUM IN ENGLISH TEACHING PRACTICE

Has been examined and approved by the panel of examiners on Friday, November 17, 2023 as a partial fulfilment of the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

Examiner I

Ahmad Burhanuddin, M.A.
NIP.19851215 201503 1 004

Examiner II

Fachri Ali, M.Pd.
NIP. 19890101 2020121013

Pekalongan, 22th November 2023

Disahkan Oleh

Dekan Fakultas Tarbiyah dan Ilmu Keguruan



Prof.Dr. H. M. Sugeng Sholehuddin, M.Ag.
NIP.19730112 200003 1 001

ACKNOWLEDGEMENT

Praise be to Allah, the Cherisher and Sustainer of the worlds, my thesis becomes reality. Following that, Shalawat and Salam be upon our Prophet Muhammad SAW, and we expect to get His syafaat later at The Last Day. Second, I'd like to offer my heartfelt gratitude for the support of many individuals. Therefore, I would like to extend my sincere gratitude to all of them.

1. First and foremost my beloved family. I would like to say my gratitude to my parents Mr. Tantowi and Mrs. Maimunah with your support, prayer, and unconditional love, I could finish this thesis. To my brother, Rif'an, Imam, Reza and her wife Mrs. Ummu, even though sometimes you are annoying, I am always thankful to have you.
2. Second, I would like to say my gratitude to my supervisor, Mrs. Chubbi Millatina Rokhuma, M.Pd. Thank you for supervising my thesis and letting me experience this incredible journey in our department.
3. Third, do not forget to mention my gratitude to my fellows English Education Department'19 students. Thank you for all your memories and I am very happy to be one of you.
4. Fourth, to all who supported and helped me in the process of completing this study. Especially, my extraordinary friends, Widya, Fida, Alza, Rias, and Resti. Thank you for the time, energy, moods, support, prayer, motivation, and everything you gave to me. Everyone whose name cannot be listed individually for all of their contributions to this study, I want to say thank you.

MOTTO

“The best people are those who have the most benefits for humans”

(HR. Ahmad).

“Don't compare yourself with others, you have your own time”

(The writer)

“it's hard to find an end to something that you keep beginning”

(Conan gray)



ABSTRAK

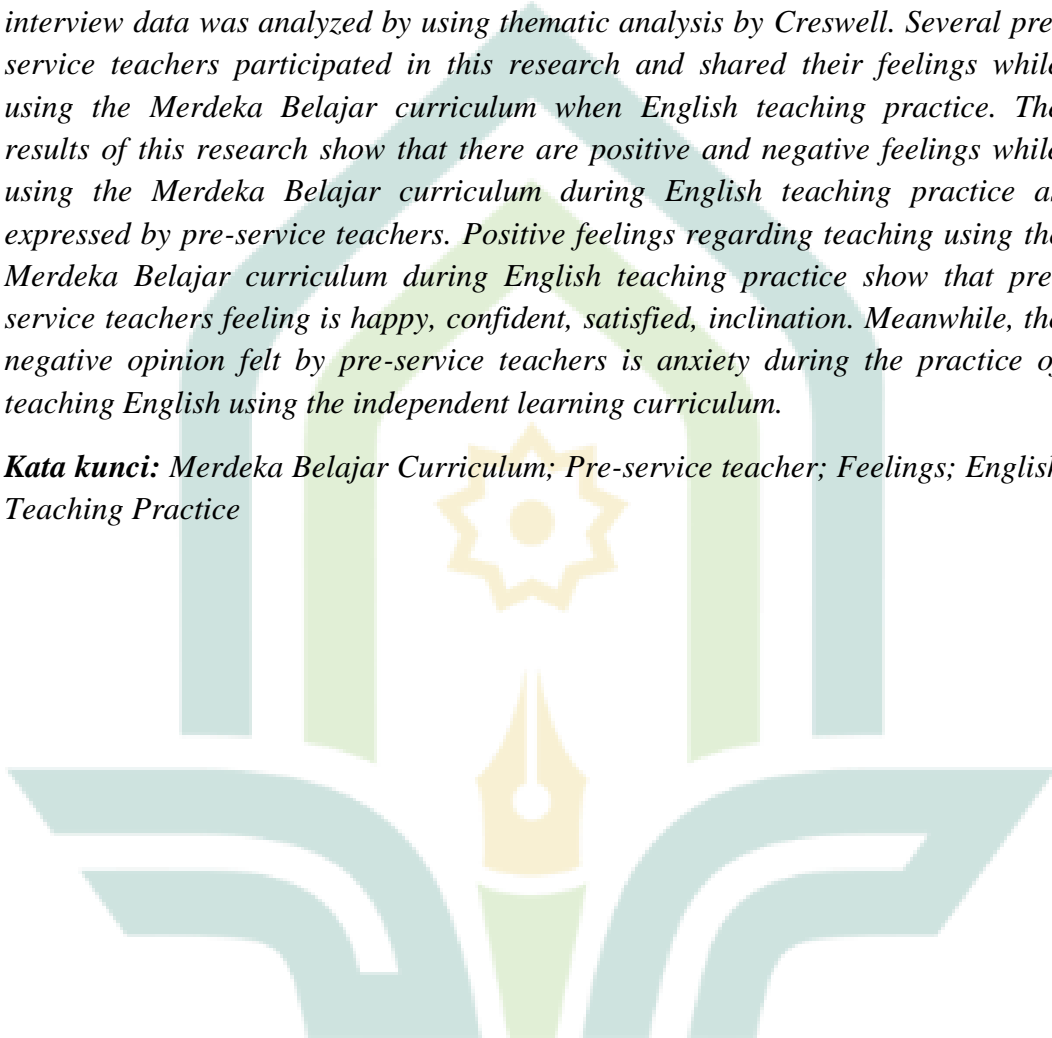
Tujuan dari penelitian ini adalah untuk mengeksplorasi cerita dan perasaan pre-service teacher dalam kegiatan praktek mengajar bahasa inggris menggunakan kurikulum Merdeka Belajar. Untuk mencapai tujuan penelitian, peneliti menggunakan metode kualitatif dengan desain narrative inquiry. Peneliti menggunakan wawancara semi-terstruktur untuk mengumpulkan data. Data dianalisis menggunakan menggunakan analisis data dari Creswell. Beberapa pre-service teacher berpartisipasi dalam penelitian ini dan membagikan perasaan mereka selama menggunakan kurikulum Merdeka Belajar saat praktik mengajar bahasa inggris. Hasil dari penelitian ini menunjukkan bahwa terdapat perasaan positive dan perasaan negative selama menggunakan kurikulum merdeka belajar saat praktek mengajar bahasa inggris yang diutarakan oleh pre-service teacher, Pendapat positif mengenai mengajar menggunakan kurikulum Merdeka selama praktek mengajar bahasa inggris menunjukkan bahwa pre-service teacher merasa happy, confident, satisfaction, inclination. Sedangkan pendapat negative yang dirasakan oleh pre service teacher adalah anxiety selama praktek mengajar bahasa inggris menggunakan kurikulum Merdeka Belajar.

Kata kunci: *Kurikulum Merdeka Belajar; Pre-service teacher; perasaan; praktik mengajar bahasa inggris*

ABSTRACT

The purpose of this study is to explore the stories of pre-service teachers' feelings in using the Merdeka Belajar curriculum. To achieve the purpose of the research, the researcher used a qualitative method with a narrative inquiry design. The researcher conducted a semi-structured interview to collect the data. The interview data was analyzed by using thematic analysis by Creswell. Several pre-service teachers participated in this research and shared their feelings while using the Merdeka Belajar curriculum when English teaching practice. The results of this research show that there are positive and negative feelings while using the Merdeka Belajar curriculum during English teaching practice as expressed by pre-service teachers. Positive feelings regarding teaching using the Merdeka Belajar curriculum during English teaching practice show that pre-service teachers feeling is happy, confident, satisfied, inclination. Meanwhile, the negative opinion felt by pre-service teachers is anxiety during the practice of teaching English using the independent learning curriculum.

Kata kunci: *Merdeka Belajar Curriculum; Pre-service teacher; Feelings; English Teaching Practice*



PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled **“PRE-SERVICE TEACHER'S FEELING ON "MERDEKA BELAJAR" CURRICULUM IN ENGLISH TEACHING PRACTICE”** can be completed. It is submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the Sarjana Pendidikan degree at the English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of many supports from several people. Therefore, on this occasion, I would like to express my sincerest gratitude to:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag., the rector of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Prof. Dr. H. Moh. Sugeng Solehuddin, 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 English Education Department, Faculty of Education and Teacher Training of UIN K.H. Abdurrahman Wahid Pekalongan.
4. Mrs. Chubbi Millatina Rokhuma, M.Pd, my supervisor who has given me suggestions, guidance, and time in writing this thesis.

5. All lecturers and staff of English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan who always give knowledge, support, and information.
6. My beloved parents who have given me endless support, prayer, encouragement, and advice in writing this thesis.
7. My dearest siblings who have given me support and prayer.
8. My best friends who always accompany me and struggle through the journey together since the very beginning.
9. Everyone who had met and created any moment with me, you have given me a lot of lessons.



Pekalongan, November 2023



The Author

TABLE OF CONTENTS

| | |
|--|------|
| HALAMAN JUDUL | i |
| SURAT PERNYATAAN KEASLIAN SKRIPSI | ii |
| NOTA PEMBIMBING | iii |
| APPROVAL SHEET | iv |
| ACKNOWLEDGEMENT | v |
| MOTTO | vi |
| ABSTRAK | vii |
| ABSTRACT | viii |
| PREFACE | ix |
| TABLE OF CONTENTS | xi |
| | |
| CHAPTER I INTRODUCTION | 1 |
| 1.1 Background | 1 |
| 1.2 Formulating of the Problem | 4 |
| 1.3 Operational Definitions | 4 |
| 1.4 Aims of the Research | 5 |
| 1.5 Significance of the Research | 5 |
| | |
| CHAPTER II THEORETICAL BACKGROUND | 6 |
| 2.1 Literature Review | 6 |
| 2.1.1 The Definition of Merdeka Belajar Curriculum | 6 |
| 2.1.2 Pre-service Teacher | 8 |
| 2.1.3 Feeling | 9 |
| 2.1.4 English teaching practice (PPL) | 11 |
| 2.2 Previous Studies | 12 |
| 2.3 Conceptual Framework | 16 |
| | |
| CHAPTER III RESEARCH METHODOLOGY | 17 |
| 3.1 Research Method | 17 |
| 3.2 Research Context | 17 |
| 3.3 Research Participants | 17 |
| 3.4 Technique of Data Collection | 18 |
| 3.5 Technique of Data Analysis | 18 |
| 3.6 Research steps | 19 |
| | |
| CHAPTER IV RESULTS AND DISCUSSION | 22 |
| 4.1 Results | 22 |
| 4.1.1 Pre-Service Teacher's Feeling | 22 |

| | | |
|-----------------------------|-------------------------------|----|
| 4.2 | Discussion..... | 27 |
| CHAPTER V CONCLUSION | | 33 |
| 5.1 | Summary of the Findings | 33 |
| 5.2 | Recommendation..... | 34 |
| REFERENCE | | 35 |
| ENCLOSURE | | 37 |
| CURRICULUM VITAE | | 37 |

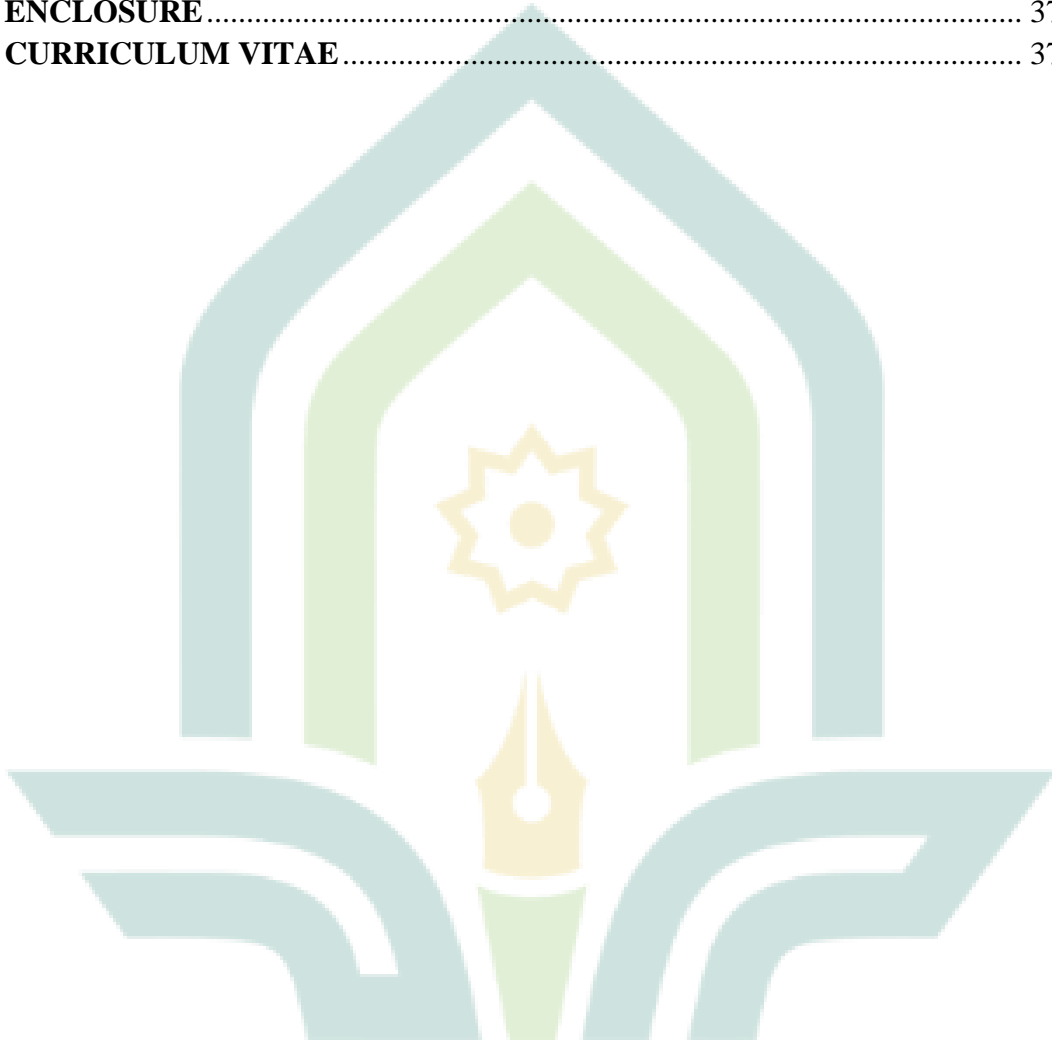


TABLE OF FIGURE

Figure 2.1 Conceptual Framework..... 16



CHAPTER I

INTRODUCTION

1.1 Background

Merdeka Belajar curriculum is a development and implementation from the emergency curriculum which was launched to respond impact of the Covid-19 pandemic, Published as part of learning recovery efforts *Merdeka Belajar* curriculum was developed as a framework that's more flexible and simultaneously focused on essential material, the character development, and student competency.

In educational levels, curriculum is a key component in how the process lessons are carried out. A curriculum, according to Nation & Macalister (2010), is a set of designed guides in a learning program consisting of principles, environment, and needs according to the target of the learning program which is conducted. The existence of a curriculum is necessary in order to prepare an appropriate learning program for the expected target.

Slattery (2006) stated that curriculum should be developed time by time to the postmodern curriculum that is radically eclectic, determined in the context of relatedness, and recursive in its complexity. The curriculum is always experiencing changes and improvements in order to improve the quality of education existing in a country. It also happened in Indonesia curriculum which always changes from time to time. the latest curriculum

from the ministry of education and research culture and technology that has been applied in some schools is the *Merdeka Belajar* curriculum. *Merdeka Belajar* curriculum as a form improvement of the 2013 curriculum which was launched to respond impact of the Covid-19 pandemic. *Merdeka Belajar* curriculum of course, gets a variety of responses from various aspects of education including the pre-service teacher.

Pre-service teachers are students who engaged in teaching practice, one of the courses that are qualifications for graduation. Teaching practice is the ability to apply the theory that students have learned during the learning process. According to Bransford, Darling-Hammond, and LePage (2005), pre-service teacher education programs are designed to educate graduates with the skills and knowledge necessary to satisfy the profession's rising demands for qualified teachers.

In addition, pre-service teachers have challenges in English teaching practice. There are several challenges that pre-service teachers find in teaching practice. First is the individual challenge, which can hinder the development of pre-service teaching practice. According to (Ali et al., 2014), challenge that pre-service teachers encountered in their teaching profession include; managing classes, planning lessons, inadequate facilities in the classroom, and overcoming lesson distractions. The second challenge is students' engagement in the learning process.

In this case, the pre-service has to ensure that the students are awake and interested in the class. Other challenge is coming from the institution. Here, the challenge of the institution is the supervisor. (Chandler et al., 2012) mentioned The supervisor's role for prospective teachers is to be a guide in preparing what prospective teachers need in teaching practice, including complying with the curriculum regulations applied in the institution. Pre-service teachers must follow all of the institution's rules, including the policy authority for using the curriculum.

Some pre-service teachers are shocked when they know that the curriculum that they have learned in educational institutions is no longer used. Therefore, they must learn and understand something a new curriculum concept from the beginning independently. From the explanation above, each pre-service teacher may have their own feeling and understanding of the Merdeka Belajar curriculum in English teaching practice. The results of this research will expose the Pre-Service teacher feeling of Merdeka Belajar during English Teaching Practice. Conducting the feeling of the pre-service teacher is important because knowing a feeling of a pre-service teacher can help the department managers in preparing readiness of the students of teaching practice.

1.2 Formulating of the Problem

How is the feeling of the pre-service teachers on "Merdeka Belajar" Curriculum during English language teaching practice?

1.3 Operational Definitions

To avoid misunderstanding about the term in this study, the researcher provides several definitions related to the research as follows:

- 1.3.1 Merdeka Belajar curriculum: Merdeka belajar curriculum is a learning curriculum that refers on the talent and interest approach. The curriculum launched by Kemendikburistek Mr. Nadiem Makarim is an evaluation and improvement of K13.
- 1.3.2 Pre-service teacher: Students who participated in training education which is a course or program of study that student teachers complete before to starting their teaching careers (Richards & Schmidt, 2013).
- 1.3.3 Feeling: is a conscious state that each individual has and which leads to encompasses both positive responses or negative responses evaluation of anything. Human emotion such as fear, anger, sadness, and happiness (Ledoux, 2015).
- 1.3.4 The Field Experience Program (PPL): is one of the course that must be followed by every student including English students. PPL is a term used to describe the typical activities of instructors in schools that involve teaching students through practical field experiences.

1.4 Aims of the Research

The purpose of this study is to report the pre-service teachers' feelings using *Merdeka Belajar* curriculum in English teaching practice.

1.5 Significance of the Research

This research is seen significant from the following aspects:

1.5.1 Theoretical Use

This research helps to find the feeling of pre-service teachers on the *Merdeka Belajar* curriculum during English teaching practice. This study will refer to the appraisal theory of Martin & White (2005) and other supporting theories relating to pre-service teacher feelings.

1.5.2 Empirical Use

This research gave real empirical insights about the use of the *Merdeka Belajar* curriculum from the feeling of the pre-service teacher.

1.5.3 Practical Use

This research is expected can be a reference for pre-service teachers who use the *Merdeka Belajar* curriculum in teaching practice. In addition to that this research provide more knowledge and information to the students in English Education Department in Pekalongan.

CHAPTER V

CONCLUSION

5.1 Summary of the Findings

In conclusion, the researcher found what the pre-service teachers feeling during English teaching practice using *Merdeka belajar* curriculum based on the appraisal theory by Martin and White (2005). The pre-service teacher has their own feeling there are:

1. Happy. The pre-service teacher feels happy because using the *Merdeka belajar* curriculum does not require her to give assignments to her students during english teaching practice.
2. Confident. The pre-service teacher felt confident because they had the freedom to explore their abilities to communicate with their students that were fun and suited their own character without feeling limited by the rules.
3. Satisfaction. The pre-service teacher felt satisfied enough because all of the media had been employed during English teaching practice received positive responses from the students.
4. Inclination. The pre-service teacher felt an inclination after knowing what kurmer was and the purpose of the kurmer. The type of curriculum learning that is independent and liberating for students also makes pre-service teachers inclination to use the *Merdeka belajar* curriculum during english teaching practice.

5. Anxious. Regardless of positive feelings. They also felt negative feelings like felt anxious when teaching using the curriculum during English teaching practice because they felt concerned that the material presented would not be understood by her students since they believed her comprehension of the *Merdeka belajar* curriculum was still underdeveloped.

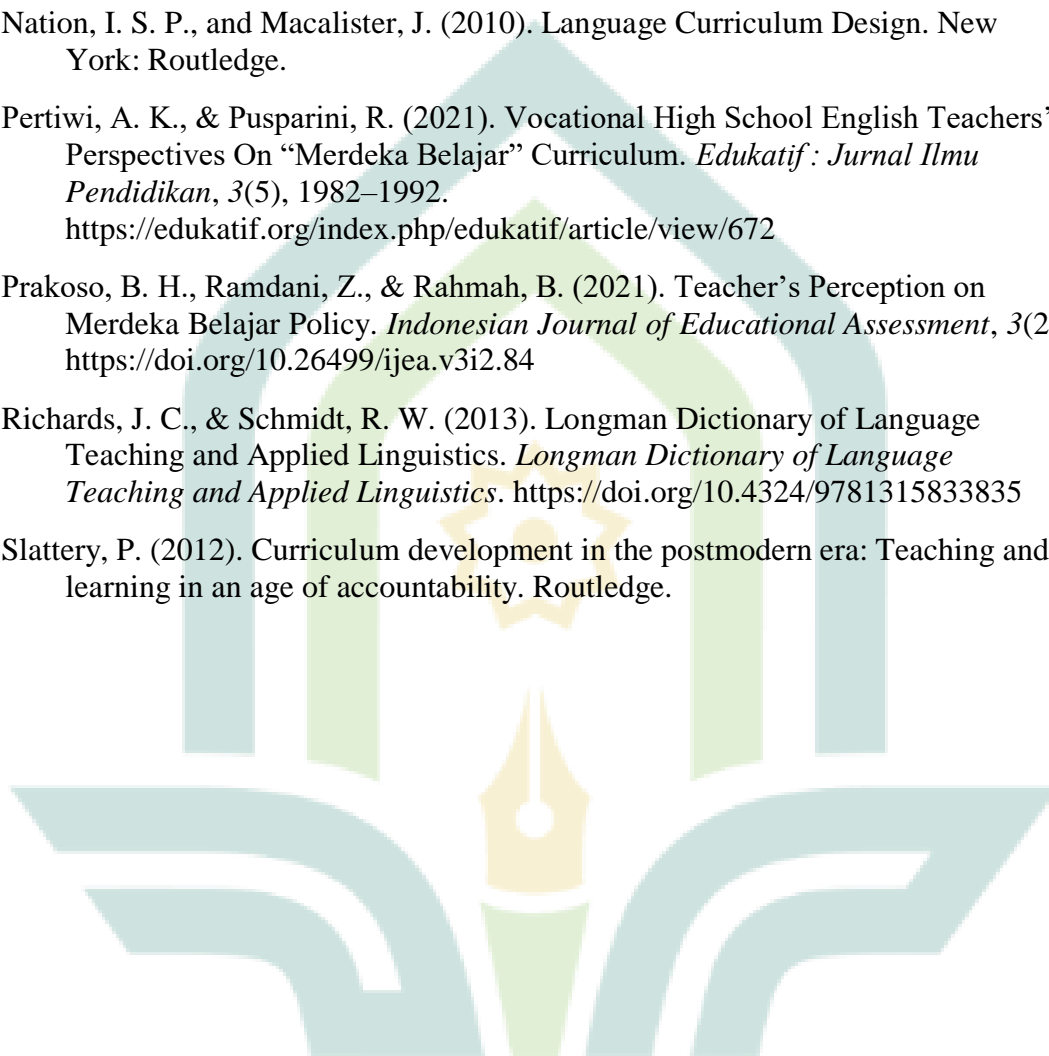
5.2 Recommendation

In this section, the researcher would like to give some suggestions for further research to explore the feelings of pre-service teachers when using *Merdeka belajar* during English teaching practice. In this study, researcher used participants from pre-service teacher senior high school level further researchers are advised to involve other level pre-service teachers such as junior high school because the feelings of pre-service teachers in junior high schools may not be the same as pre-service teachers in senior high school. Some suggestions were also given for department managers in this case, the researcher hope the department more pay attention to pre-service teacher readiness in implementing the new curriculum concept in teaching practice so that the anxiety felt by students in this thesis does not occur. In addition, it is recommended to add more participants and more references to gain deeper information based on pre-service teacher feelings.

REFERENCE

- Afida, I., Diana, E., & Agus Puspita, D. M. . (2021). Merdeka Belajar dan Pendidikan Kritis Paulo Friere dalam Pembelajaran Pendidikan Agama Islam. *FALASIFA : Jurnal Studi Keislaman*, 12(02), 45–61.
<https://doi.org/10.36835/falasifa.v12i02.553>
- Aisyah, L., Rizqiqa, F. N. R., Putri, F. D., & Nulhaq, S. (2022). Kurikulum Merdeka dalam Perspektif Pemikiran Pendidikan Paulo Freire. *At-Ta'lim: Jurnal Pendidikan*, 8(2), 162-172.
- Ali, M. S., Othman, A. J., Faruk, A., & Karim, A. (2014). Issues and Concerns Faced by Undergraduate Language Student Teachers during Teaching Practicum Experiences. *Malaysian Online Journal of Educational Sciences*, 2(3), 22–30.
- Aulia, R. W. (2021). Teachers' Perception on The New Policy Called Merdeka Belajar; a Page of Lesson Plan. *FIKROTUNA*, 14(02).
- Aydeniz, M., & Ozdilek, Z. (2016). Assessing and enhancing pre-service science teachers' self-efficacy to teach science through argumentation: Challenges and possible solutions. *International Journal of Science and Mathematics Education*, 14(7), 1255-1273
- Bransford, J., Darling-Hammond, L., & LePage, P. (2005). Introduction. In L. DarlingHammond & J. Bransford (Eds.), *Preparing teachers for a changing world* (pp. 1-39).San Francisco: Jossey-Bass.
- Braun, V., & Clarke, V. (2006). Qualitative Research in Psychology Using thematic analysis in psychology Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
<http://www.tandfonline.com/action/journalInformation?journalCode=uqrp20>
<http://www.tandfonline.com/action/journalInformation?journalCode=uqrp20>
- Chandler, M., Chan, T. C., & Jiang, B. (2012). The Effectiveness of an Embedded Approach to Practicum Experiences in Educational Leadership: Program Candidates' Perspectives. *International Journal of Teaching and Learning in Higher Education*, 25(1), 79–91.
<http://eric.ed.gov/?q=educational&id=EJ1016485>
- Connelly, F. M., & Clandinin, D. J. (1990). Stories of Experience and Narrative Inquiry. *Educational Researcher*, 19(5), 2–14.
<https://doi.org/10.3102/0013189X019005002>
- Creswell, John W. 2012. *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar.
- Ledoux, J. E. (2015). *Feelings: What are they & how does the brain make them?*

- Daedalus*, 144(1), 96–111. https://doi.org/10.1162/DAED_a_00319
- Liu .Y (2016): The emotional geographies of language teaching, *Teacher Development*, DOI: 10.1080/13664530.2016.1161660
- Meyer, D. (2009). Entering the emotional practices of teaching. In. P.A. Schutz & M. Zembylas (Eds.), *Advances in teacher emotion research*. Dordrecht: Springer.
- Nation, I. S. P., and Macalister, J. (2010). *Language Curriculum Design*. New York: Routledge.
- Pertiwi, A. K., & Pusparini, R. (2021). Vocational High School English Teachers' Perspectives On "Merdeka Belajar" Curriculum. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 1982–1992. <https://edukatif.org/index.php/edukatif/article/view/672>
- Prakoso, B. H., Ramdani, Z., & Rahmah, B. (2021). Teacher's Perception on Merdeka Belajar Policy. *Indonesian Journal of Educational Assessment*, 3(2). <https://doi.org/10.26499/ijea.v3i2.84>
- Richards, J. C., & Schmidt, R. W. (2013). Longman Dictionary of Language Teaching and Applied Linguistics. *Longman Dictionary of Language Teaching and Applied Linguistics*. <https://doi.org/10.4324/9781315833835>
- Slattery, P. (2012). *Curriculum development in the postmodern era: Teaching and learning in an age of accountability*. Routledge.



CURRICULUM VITAE

Name : Lutfiana izzati

Student Number : 2519083

Place and Date of Birth : Pekalongan, 6th of April 2000

Gender : Female

Address : Wonoyoso, Pekalongan Selatan.

Educational Background :

1. MIS Wonoyoso (2012)
2. MTs s Wonoyoso (2015)
3. MA.KH.Syafi'i (2018)
4. English Education Department, Faculty of Education and Teacher Training, UNIVERSITAS ISLAM NEGERI K.H. Abdurrahman Wahid Pekalongan (2023)