

**TEACHERS' PERCEPTION TOWARD THE
IMPLEMENTATION OF THE MERDEKA
CURRICULUM IN VOCATIONAL SCHOOL: A
STUDY AT SMK SYAFI' I AKROM PEKALONGAN**

A THESIS

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



By:

LAILA NAHENDRA
SN. 2520118

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
2024**

**TEACHERS' PERCEPTION TOWARD THE
IMPLEMENTATION OF THE MERDEKA
CURRICULUM IN VOCATIONAL SCHOOL: A
STUDY AT SMK SYAFI' I AKROM PEKALONGAN**

A THESIS

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



By:

LAILA NAHENDRA
SN. 2520118

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
2024**

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan dibawah ini :

Nama : LAILA NAHENDRA

NIM : 2520118

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **“Teachers' Perception toward The Implementation of The Merdeka Curriculum in Vocational School: A Study at Smk Syafi’i Akrom 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, 10 Juni 2024



Laila Nahendra
NIM. 2520118

DEWI PUSPITASARI, M.Pd
Graha Naya Residence B1 Kampil,
Wiradesa, Pekalongan

NOTA PEMBIMBING

Lamp. : 3 (Tiga) Eksemplar
Hal. ; Naskah Skripsi Sdri. Laila Nahendra

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

Assalamualaikum Wr. Wb.

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

| | |
|---------------|--|
| Nama | : Laila Nahendra |
| NIM | : 2520118 |
| Program Studi | : FTIK/ Tadris Bahasa Inggris |
| Judul | : Teachers' perception toward the implementation of the Merdeka Curriculum in Vocational School : a study at SMK Syafi'i Akrom. |

Dengan ini mohon agar skripsi tersebut segera dimunaqasahkan.

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

Wassalamualaikum Wr. Wb.

Pekalongan, 10 Juni 2024

Pembimbing skripsi



Dewi Puspitasari, M.Pd

NIP. 19790221 200712 2 001



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

Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161
Website: ftik.uingsdur.ac.id email: ftik@uingsdur.ac.id

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN)

Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

: LAILA NAHENDRA
: 2520118
**: TEACHERS' PERCEPTION TOWARD THE
IMPLEMENTATION OF THE MERDEKA CURRICULUM
IN VOCATIONAL SCHOOL: A STUDY AT SMK SYAFI'
AKROM PEKALONGAN**

Has been examined and approved by the panel of examiners on Monday, 24th June 2024 as
partial fulfillment 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

Dr. M. Ali Ghufron, M.Pd.
NIP. 19870723 202012 1 004

Pekalongan, 24th June 2024

Assigned by

The Dean of FTIK UIN Pekalongan



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

ACKNOWLEDGEMENT

Praise be to Allah, the Cherisher and Sustainer of the worlds, my thesis becomes reality and gets many kinds of support from many individuals. Therefore, I would like to extend my sincere gratitude to all of them.

1. First and foremost my beloved family. Through this writing I would like to say the gratitude to my parents Mr. Endra Agus Eka Miharsa and Mrs. Roudhotul Hasanah. With your support, prayer and unconditional love I am able to finish this thesis. To my beloved brothers Muhammad Akbar Nahendra and Muhammad Khakim Nahendra, the best brothers ever, my other the cute one my little sister Khadeeja Nahendra.
2. Second, I would like to say my gratitude to my supervisor, Mrs. Dewi Puspitasari, M.Pd. Thank you for supervising my thesis and letting me experience this incredible journey in our department.
3. Third, I would like to say my gratitude to Mr. Ahmad Syaifudin and Mrs. Qomariyah Moehson whom I consider like my own parents.
4. Moreover, I am very thankful to have my beloved friends Zuna, Athiyak, Rafisah, Wawa, Jesicca, Ellina Thank you for always hearing and supporting me whenever I need it.
5. Last but not least, for myself, because I have been able to endure and work hard and struggle so far and have the enthusiasm to never give up in doing this final assignment by completing it as best and as fully as possible, this is an achievement to be proud of myself.

MOTTO

“ Don’t feel weak and don’t be sad, because you are the highest in rank if you are believers”.

(-QS. Ali Imran:139)

“ Being nice is easy, just keeping quiet makes you look good. What is difficult is to be useful, because it requires struggle”

(KH. Sahal Mahfudz)

ABSTRAK

Penelitian ini mengeksplorasi persepsi guru terhadap penerapan Kurikulum Merdeka di SMK Syafi'i Akrom Pekalongan khususnya dalam konteks pengajaran bahasa Inggris. Tujuannya untuk mengetahui pemahaman guru terhadap kurikulum, mengidentifikasi tantangan dalam implementasi, dan mengevaluasi strategi yang digunakan untuk mengatasinya. Temuan menunjukkan bahwa guru secara umum memberikan tanggapan positif terhadap Kurikulum Merdeka, menyadari potensinya dalam meningkatkan keterlibatan siswa melalui pembelajaran berbasis proyek dan mengembangkan kreativitas. Tantangannya terutama berkaitan dengan kesenjangan dalam perencanaan kurikulum dan partisipasi siswa, yang diatasi dengan strategi proaktif seperti penggunaan model pembelajaran yang beragam dan kolaborasi antar guru. Penelitian ini menyoroti pentingnya mengadaptasi praktik pengajaran untuk mencapai tujuan Kurikulum Merdeka secara efektif, mendorong pendidik untuk memaksimalkan hasil pembelajaran sesuai dengan karakteristik siswa dan dinamika kelas.

Kata kunci:

Kurikulum Merdeka, Persepsi Guru, Tantangan Mengajar, Sekolah Menengah Kejuruan (Smk), Bahasa Inggris sebagai Bahasa Asing (EFL).

ABSTRACT

This research explores teachers' perceptions of the implementation of the Merdeka Curriculum at Syafi'i Akrom Pekalongan Vocational School, especially in the context of teaching English. The aim is to understand teachers' understanding of the curriculum, identify challenges in implementation, and evaluate the strategies used to overcome them. Findings show that teachers generally responded positively to the Merdeka Curriculum, recognizing its potential in increasing student engagement through project-based learning and developing creativity. The challenges primarily relate to gaps in curriculum planning and student participation, which are addressed with proactive strategies such as the use of diverse learning models and collaboration between teachers. This research highlights the importance of adapting teaching practices to effectively achieve the goals of the Merdeka Curriculum, encouraging educators to maximize learning outcomes according to student characteristics and classroom dynamics.

Keywords:

Merdeka Curriculum, Teachers' Perceptions, Teaching Challenges, Vocational High Schools (Smk), English as a Foreign Language (EFL).

PREFACE

Praise be to Allah, the Cherisher and Sustainer of the worlds, who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled **“Teachers' Perception toward The Implementation of The Merdeka Curriculum In Vocational School: A Study at Smk Syafi'i Akrom Pekalongan”** can be completed. It is submitted to the English Education Department, UIN KH Abdurrahman Wahid Pekalongan to fulfill one of the requirements of Sarjana Pendidikan Degree at 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, in this occasion I would like to express my sincere gratitude to:

1. Prof. Dr. H. Zaenal Mustakim, M. Ag. as Rector of UIN KH.
2. Abdurrahman Wahid Pekalongan.
3. Prof. Dr. H. Moh. Sugeng Solehuddin, M.Ag. as Dean of The Faculty of Tarbiyah and Teacher Training
4. The head of English Education Department and Teachers' Training Faculty of UIN K.H. Abdurrahman Wahid Pekalongan, Ahmad Burhanuddin, M.A.
5. Mrs. Dewi Puspitasari, M.Pd. as my supervisor who has given me suggestion, guidance and time in writing this final project.
6. All lecturers of English Education Department, UIN KH. Abdurrahman Wahid Pekalongan.

Pekalongan, 10 Juni 2024

The Writer

TABLE OF CONTENT

| | |
|---|-------------|
| COVER | i |
| SURAT PERNYATAAN KEASLIAN SKRIPSI | ii |
| NOTA PEMBIMBING | iii |
| APPROVAL SHEET | iv |
| ACKNOWLEDGEMENT | v |
| MOTTO | vi |
| ABSTRAK | vii |
| ABSTRACT | viii |
| PREFACE | ix |
| TABLE OF CONTENT | x |
| | |
| CHAPTER I INTRODUCTION | 1 |
| 1.1 Background of the student | 1 |
| 1.2 Identification of the problem | 2 |
| 1.3 Limitation of the problem | 2 |
| 1.4 Formulation the problem | 3 |
| 1.5 Aims of the Study..... | 3 |
| 1.6 Significance of the study..... | 3 |
| CHAPTER II THEORETICAL FRAMEWORK | 5 |
| 2.1 Theoretical Framework..... | 5 |
| 2.1.1 Merdeka Curriculum | 5 |
| 2.1.2 Teacher Perceptions of the Merdeka Curriculum | 6 |
| 2.1.3 Challenges faced by EFL teachers..... | 6 |
| 2.2 Previous Study | 7 |
| 2.3 Conceptual Framework | 9 |
| CHAPTER III RESEARCH PROCEDURE | 11 |
| 3.1 Research Design | 11 |
| 3.2 Research Context | 12 |
| 3.3 Data source | 13 |
| 3.4 Data Collection | 13 |
| 3.5 Data Validity | 14 |
| 3.6 Data Analysis..... | 15 |

| | |
|--|-----------|
| CHAPTER IV FINDING AND DISCUSSION..... | 17 |
| 4.1 Finding..... | 17 |
| 4.1.1 English Teachers' Perceptions Regarding The Implementation of Merdeka Curriculum at SMK Syafi'i Akrom..... | 17 |
| 4.1.1.1 Positive perception..... | 17 |
| 4.1.1.2 Negative perception..... | 21 |
| 4.1.2 Challenges Faced by English Teachers in Implementing Merdeka Curriculum..... | 23 |
| 4.1.2.1 Planning Challenges Faced by English Teachers in Implementing The Merdeka Curriculum | 24 |
| 4.1.2.2 Implementation Challenges Faced by English Teachers in Implementing The Merdeka Curriculum | 27 |
| 4.1.2.3 Evaluation Challenges Faced by English Teachers in Implementing The Merdeka Curriculum | 31 |
| 4.2 Discussion..... | 34 |
| 4.2.1. English Teachers' Perceptions regarding the Implementation of The Merdeka Curriculum at Syafi'I Akrom | 34 |
| 4.2.1.1 Positive perception..... | 34 |
| 4.2.1.2 Negative perception | 35 |
| 4.2.2 Challenges Faced by English Teachers in Implementing Merdeka Curriculum | 36 |
| 4.2.2.1 Planning Challenges Faced by English Teachers in Implementing The Merdeka Curriculum | 36 |
| 4.2.2.2 Implementation Challenges Faced by English Teachers in Implementing The Merdeka Curriculum | 37 |
| 4.2.2.3 Evaluation Challenges Faced by English Teachers in Implementing The Merdeka Curriculum | 38 |

CHAPTER V CONCLUSIONS 39
 5.1 Summary of the Findings 39
 5.2 Recommendation 40
REFERENCES
ENCLOSURE



TABLE LIST

| | | |
|-----------|---|----|
| Table 2.1 | Conceptual Framework..... | 10 |
| Table 4.1 | Positive Perception..... | 20 |
| Table 4.2 | Negative Perception | 23 |
| Table 4.3 | Planning Challenges Faced by English Teachers in Implementing The Merdeka Curriculum | 26 |
| Table 4.4 | Implementation Challenges Faced by English Teachers in Implementing The Merdeka Curriculum | 30 |
| Table 4.5 | Evaluation of Challenges Faced by English Teachers in Implementing The Merdeka Curriculum | 33 |

ENCLOSURE LIST

Enclosure 1 : Interview questions

Enclosure 2 : Transcription of interview

Enclosure 3: Curriculum vitae



CHAPTER I

INTRODUCTION

1.1 Background of the study

The ever-advancing development of the times requires that Indonesian education undergo changes that lead to the quality of educational institutions. The quality of the nation in the future depends on the education that today's children receive, especially through formal sources received at school by today's children, especially through formal education at school. Vhalery et. al., (2022) stated that the curriculum aims to improve human resources and increase the quality of education in Indonesia. It needs to be understood that the curriculum is an excellent tool for nation building and is organized by the government of a country.

According to the National Education Standards Agency, the meaning of Merdeka Curriculum is a learning curriculum that refers to the talent and interest approach. This curriculum was launched by the Minister of Education, Culture, Research and Technology (Mendikbud Ristek) Nadiem Makarim as a form of action evaluation of 2013 curriculum improvements (Muhaimin, 2023). The Merdeka Curriculum is a curriculum with diverse extracurricular activities, where the subject is optimized so that students have sufficient time to explore its concepts and strengthen competencies. Teachers can choose various teaching tools so that learning can be customized to students' learning needs and interests.

Muin et. al., (2022) stated that the Merdeka Curriculum was developed as a more comprehensive curriculum framework flexible and centered on fundamental material and developing students' uniqueness and abilities in this case, it is hoped that students will be more motivated in learning because they have wider choices that suit their interests and talents.

The Vocational School Center of Excellence is an initiative to improve the quality and performance of Vocational High Schools (SMK) by focusing on certain skill competencies.

Apriyani et. al (2023) stated that the vocational High School (SMK) is a type of school that focuses on vocational education and preparing students for the world of work. The implementation of the Merdeka Curriculum in Vocational Schools has important implications because it concerns students' readiness to enter the job market. In this curriculum teachers are a key element in curriculum implementation. They are responsible for designing and delivering learning in by the existing curriculum framework. Therefore, teachers' implementation and perceptions of the Merdeka Curriculum can have a significant impact.

Syafi'i Akrom Pekalongan Vocational School was chosen as the case study in this research. This school is chosen for certain reasons, such as its location, the size of the school, or the quality of education offered. This school is located on Jalan Pelita 1 No. 322 (Buaran Indah Housing) Pekalongan City (Zaenuidin, 2021). This research was taken at Syafi'i Akrom Vocational School because this school has implemented the Merdeka Curriculum for approximately two years. and this research aimed to determine the perceptions of teachers at Syafi'i Akrom Pekalongan Vocational School regarding the implementation of an Merdeka Curriculum and how to overcome these challenges. This kind of research provides important input for curriculum development in vocational schools and other similar schools in Indonesia.

1.2 Identification of the problem

Based on the background described above, the problem that is used as research material is as follows:

- a. Teachers have difficulty implementing the new curriculum
- b. Teachers experience difficulties in implementing the correct Merdeka Curriculum
- c. Teachers need to know what the challenges are in using a Merdeka Curriculum.

1.3 Limitation of the problem

From the identification of the problems set out in this research, it was deemed necessary to limit the problems so that the

study carried out was more focused on the problems to be solved. This research focused on teachers' perception toward the implementation of Merdeka Curriculum and the kinds of challenges faced by English Teachers at SMK Syafi'i Akrom Pekalongan.

1.4 Formulation the problem

This study provides research questions they are :

- a. How do the EFL teachers perceive the implementation of the Merdeka Curriculum in EFL Class?
- b. What are the challenges faced by the EFL teachers while implementing the Merdeka Curriculum?

1.5 Aims of the Study

The purpose of this study is to determine teacher perception of the implementation of the Merdeka Curriculum and identify teachers' challenges in implementing the Merdeka Curriculum at Syafi'i Akrom Vocational School.

1.6 Significance of the study

The significance of this study can be summarized as follows:

1. Theoretical :

This research contributes to the theoretical understanding of curriculum implementation in vocational schools, especially in the context of the Merdeka Curriculum. This can provide theoretical insight into how teachers' perceptions and challenges impact curriculum implementation. Researcher used the theory of Bandura (1977) perception with the concept of "Self-Efficacy". In his theory, Bandura highlighted that teachers' perceptions of their own abilities and their efficacy in overcoming challenges influence the way they teach and interact with students. and also used Rogers (1969) in his book "freedom to learn" Rogers highlighted the importance of giving freedom to students in their learning process. He emphasized that learning is not only about receiving information from teachers, but also involves deep understanding and holistic self-development, which he

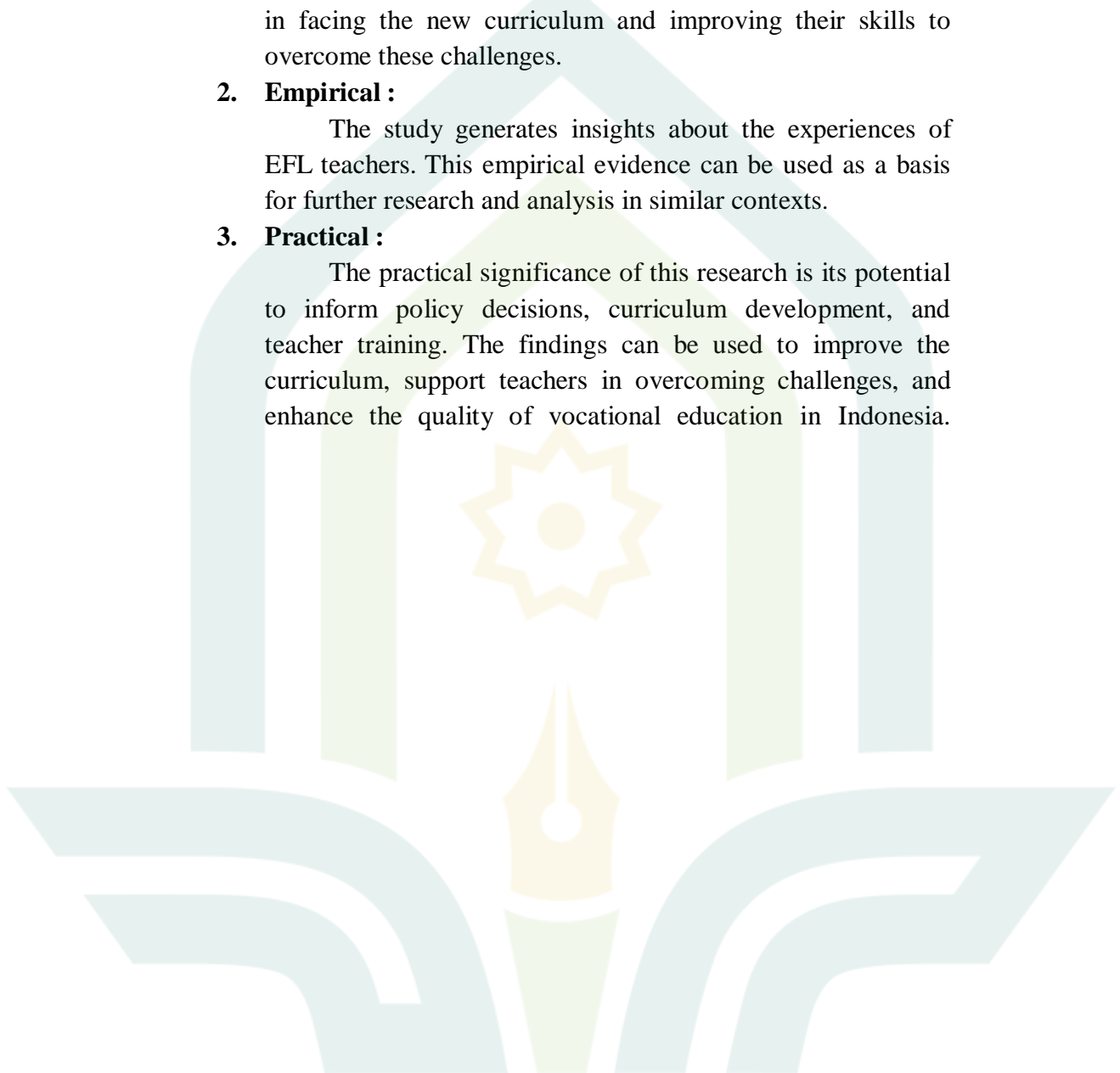
conveyed in relation to the "free learning" education model. On the other hand, researcher used Day (1999) which highlights the importance of teacher professional development in facing the new curriculum and improving their skills to overcome these challenges.

2. Empirical :

The study generates insights about the experiences of EFL teachers. This empirical evidence can be used as a basis for further research and analysis in similar contexts.

3. Practical :

The practical significance of this research is its potential to inform policy decisions, curriculum development, and teacher training. The findings can be used to improve the curriculum, support teachers in overcoming challenges, and enhance the quality of vocational education in Indonesia.



CHAPTER V

CONCLUSION

5.1 Summary of the Findings

The findings of research conducted at Syafi'i Akrom Vocational School regarding the implementation of the Merdeka Curriculum highlight the positive perceptions and challenges faced by English Language (EFL) teachers. Through qualitative interviews, it was revealed that teachers viewed the Merdeka Curriculum positively, emphasizing its ability to provide greater freedom to students, allowing exploration and creativity in learning English. This perception is supported by examples such as project-based learning activities, fostering student engagement and skill development.

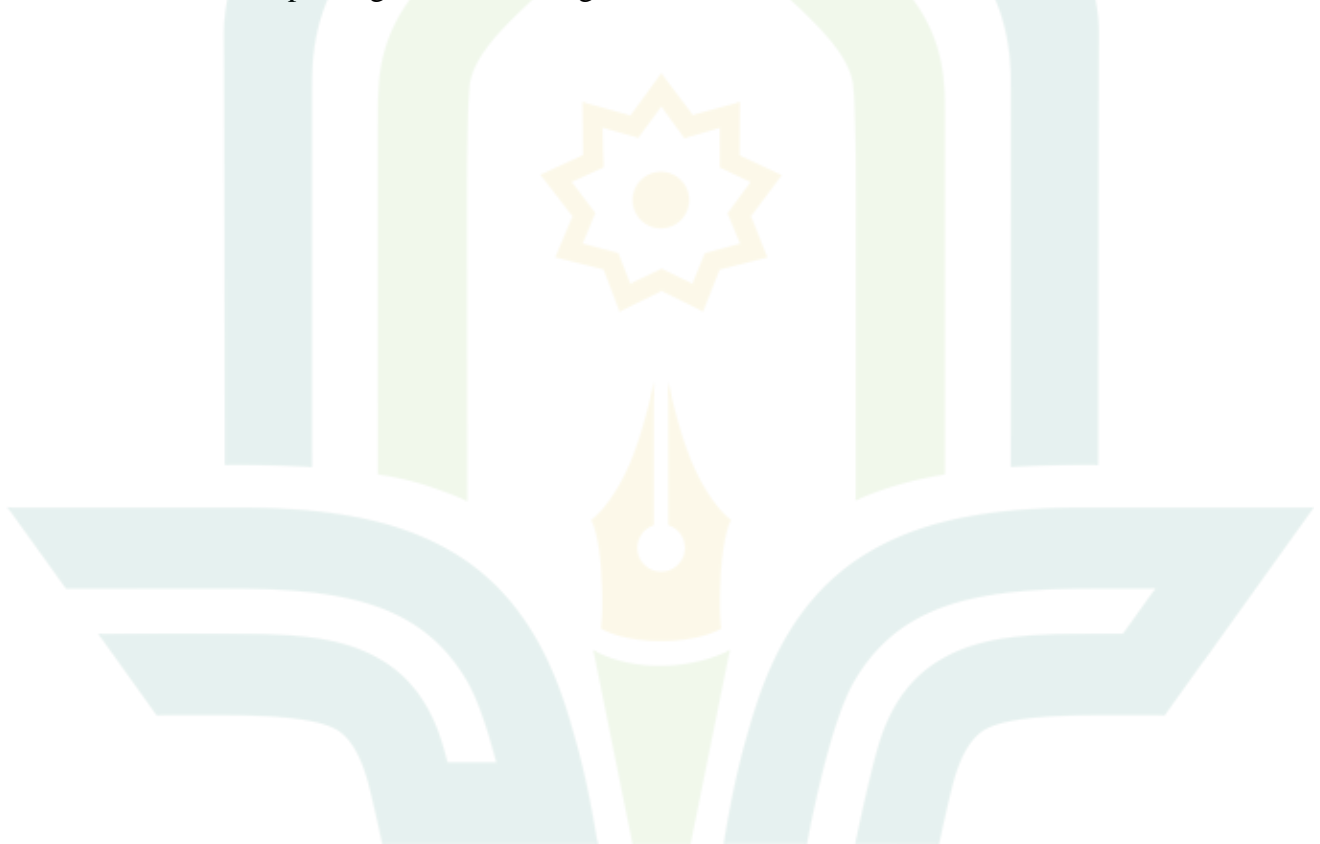
There are challenges in particular regarding alignment between curriculum planning and the reality of student engagement. Teachers noted problems such as passive student participation and the need for effective time management due to the increase in learning hours. Limited resources, including human resources and infrastructure, are also obstacles in implementing the curriculum, especially in private schools.

To overcome these challenges, teachers adopt proactive strategies such as providing a variety of learning model options and facilitating collaborative discussions among staff. They use tactics such as peer-guided repetition of material and motivational prompts to increase student engagement and understanding.

The Conclusion is although the Merdeka Curriculum offers opportunities for student empowerment and creativity, its effective implementation requires careful consideration of student characteristics, proactive planning, and innovative teaching strategies to overcome challenges and maximize learning outcomes.

5.2 Recommendation

Based on these conclusions, the researcher recommends that teachers actively increase their understanding of student characteristics and develop responsive and innovative teaching strategies. Taking into account the challenges faced, such as passive student involvement and effective time management, teachers are expected to adopt a proactive approach in learning planning. Collaboration between teachers is also considered important to overcome resource limitations and maximize learning potential. Therefore increasing teacher competency and implementing innovative teaching strategies will be key in ensuring the implementation of the Merdeka Curriculum in improving student learning outcomes.



REFERENCES

- Apriyani, A., Asbari, M., Zakiyah, M. L., & Nuraeny, I. (2023). Quo Vadis SMK Pusat Keunggulan?. *Journal of Information Systems and Management (JISMA)*, 3(1), 30-33.
- Aryanti D., (2023). *Penerapan kurikulum merdeka sebagai upaya dalam mengatasi krisis pembelajaran (learning loss) pada mata pelajaran pendidikan agama islam kelas x di sma negeri 12 bandar lampung*. Universitas Islam Negeri Raden Intan Lampung.
- Asipi, L. S., Rosalina, U., & Nopiyadi, D. (2022). The analysis of reading habits using Miles and Huberman interactive model to empower students' literacy at IPB Cirebon. *International Journal of Education and Humanities*, 2(3), 117-125.
- Assyakurrohim, D., Ikham, D., Sirodj, R. A., & Afgani, M. W. (2023). Metode studi kasus dalam penelitian kualitatif. *Jurnal Pendidikan Sains Dan Komputer*, 3(01), 1-9.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.
- Creswell, J., & Clark, V. P. (2007). Ch. 3. Choosing a mixed methods design. *Designing and Conducting Mixed Methods Research*, 53-106.
- Day, C. (1999). *Developing Teachers: The Challenges of Lifelong Learning*. Psychology Press.
- Denzin, N. K., & Lincoln, Y. S. (2017). *The SAGE Handbook of Qualitative Research* (Fifth ed.). Thousand Oaks, United States: SAGE Publications.
- Doody, O., & Noonan, M. (2013). Preparing and conducting interviews to collect data. *Nurse Researcher*, 20(5), 28-32
- Fadli, M. R. (2021). Memahami desain metode penelitian kualitatif. *Humanika, Kajian Ilmiah Mata Kuliah Umum*, 21(1), 33-54.

- Fatah, F. S. (2023). *Difficulties In Designing Lesson Plan Based On Merdeka Belajar Curriculum: A Study Of Vocational High School English Teachers In Banyumas Regency* (Doctoral Dissertation, State Islamic University).
- Fitria, S., & Budi, S. (2023). Persepsi Guru terhadap Penerapan Kurikulum Merdeka di SLBN I Padang. *Jurnal Pendidikan Tambusai*, 7(3), 20048-20053.
- Helaluddin, Wijaya H., Analisis Data Kualitatif: Sebuah Tinjauan Teori & Praktik (Makassar: Sekolah Tinggi Theologia Jaffray, 2019), 84.
- Hikam, M. B. (2023). *The Implementation of merdeka Curriculum on English Learning and Teaching in Vocational High School in Bojonegoro* (Doctoral dissertation, Universitas Nahdhatul Ulama Sunan Giri)
- Huberman, A. M. (1986). Qualitative Data Analysis. Sage Journal, 8(3)
- Javanisa A., Fauziah F. F., Melani R., Z. A. R. (2022). Implementasi Kurikulum Sekolah Penggerak Terhadap Motivasi Peserta Didik. *Jurnal kalam Pendidikan PGSD Kebumen*, 1, 34–47.
- Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy*. Wilton, Connecticut: Association Press.
- Mawardani, *Praktis Penelitian Kualitatif* (Sleman: Deepublish, 2020), 52
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Manuele P., Trask S., Borne L., Galy O., Potter B., and Bay J., (2024). Developing the Tokelau National Health and Physical Education Curriculum: A case study. *Sage journals*. Volume 83, Issue 1, February 2024, Pages 78-94
- Miller P (2020) *Inclusivising the curriculum: towards a model of*

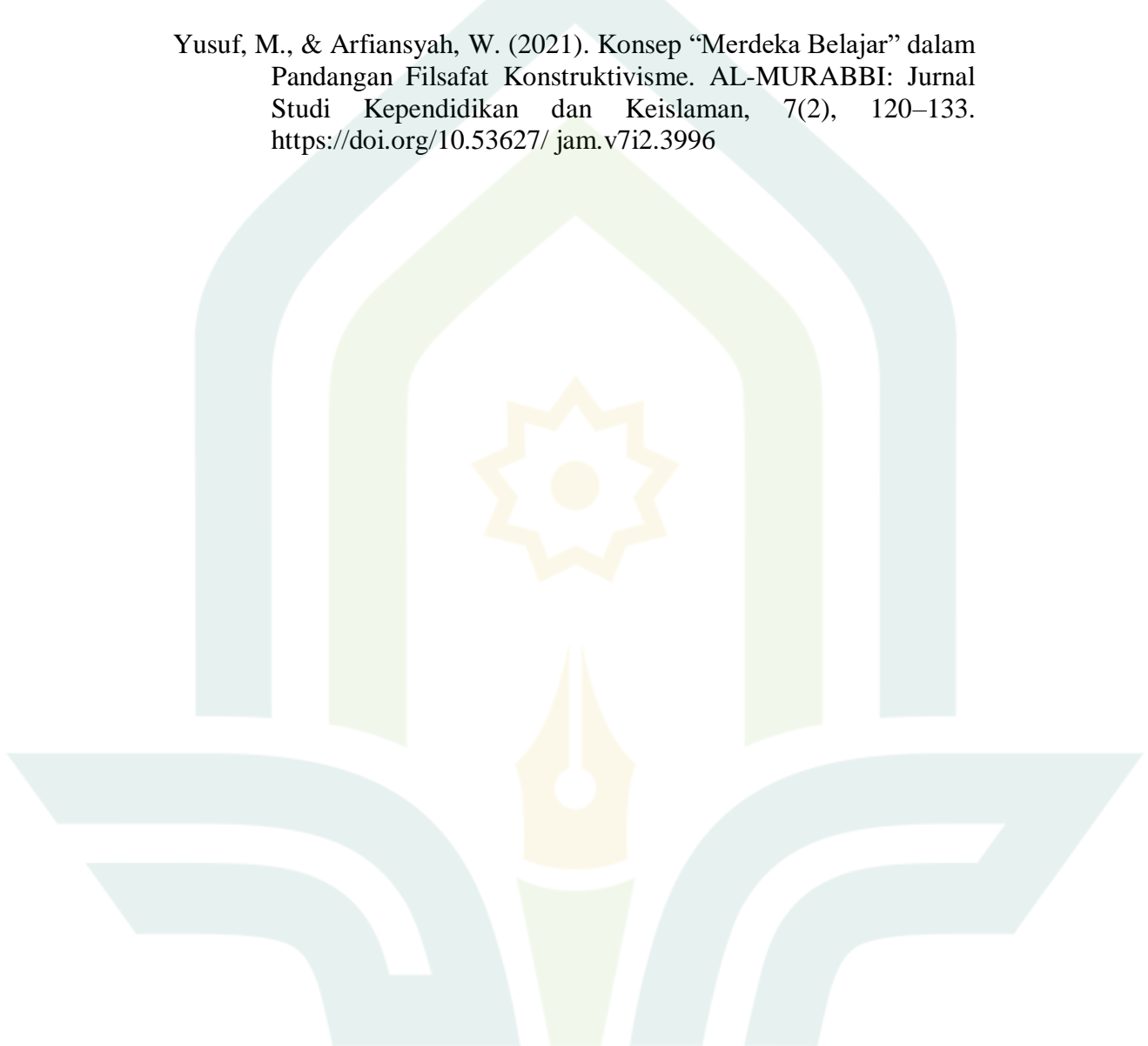
inclusivity – conceptual and practical issues. London: Educational Equity Services.

- Moloeng L. J. (2002) metodologi penelitian kualitatif (Bandung:PT Remaja Rosda Karya) h 45
- Muhaimin, “Perangkat Ajar Kurikulum Merdeka”, Aimin Publicize, <https://www.aiminpublicize.com/tulisan/detail/perangkat-ajar-kurikulum-merdeka>. Dikutip pada tanggal 24 Maret 2023, pukul 21:59
- Muin, A., Fakhruddin, A., Makruf, A. D., & Gandi, S. (2022). Pengembangan Kurikulum Merdeka.
- Nengsi N. 2021 Analisis Perubahan Kurikulum Dan Pengaruhnya Terhadap Prestasi Belajar Siswa Di Madrasah Aliyah Negeri Enrekang Program Studi Pendidikan Agama Islam Institut Fakultas Tarbiyah Agama Islam Negeri (Iain) Parepare. <https://repository.iainpare.ac.id/view/creators/Nengsi=3ANisma=3A=3A.html>
- Pardjono, P., Sugiyono, S., & Budiyo, A. (2015). Developing a model of competency and expertise certification tests for vocational high school students. *REiD (Research and Evaluation in Education)*, 1(2), 129-145.
- Patton, M. Q. (2014). *Qualitative Research & Evaluation Methods: Integrating Theory and Practice* (4th ed.)
- Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini, P. (2022). Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak. *Jurnal basicedu*, 6(4), 6313-6319.
- Rahmadayanti, D., & Hartoyo, A. (2022). Potret kurikulum merdeka, wujud merdeka belajar di sekolah dasar. *Jurnal Basicedu*, 6(4), 7174-7187.
- Rogers, C. R. (1969). *Freedom to Learn*. Columbus, Ohio: Charles E. Merrill Publishing.

- Safitri, I., & Kusumaningtyas, E. D. (2023). English Teachers' Perception on the Implementation of Merdeka Curriculum at Private Vocational High School. *Journalistics: Journal of English Teaching and Applied Linguistics*, 3(01), 60-73.
- Satriyanto, K. (2023). Analysis Of The Implementation Of The Merdeka Curriculum At Vocational High Schools (Smk) Centers Of Excellence. *Journal of Social Research*, 2(10), 3786-3792.
- Silverman, David. (2019). *Interpreting Qualitative Data: Methods for Analyzing Talk, Text and Interaction*. Sage Publications.
- Sidiq, U., Choiri, M., & Mujahidin, A. (2019). Metode penelitian kualitatif di bidang pendidikan. *Journal of Chemical Information and Modeling*, 53(9), 1- 228.
- Sopiansyah, D., Masruroh, S., Zaqiah, Q. Y., & Erihadiana, M. (2022). Konsep dan Implementasi Kurikulum MBKM (Merdeka Belajar Kampus Merdeka). *Reslaj: Religion Education Social Laa Roiba Journal*, 4(1), 34–41. <https://doi.org/10.31004/>
- Zaenudin, U., (2021) Profil sekolah SMK Syafi'i Akrom. Sekolah menengah kejuruan berbasis pesantren. <https://ponpes-smksa.sch.id/profile-sekolah/>
- Vhalery, R., Setyastanto, A. M., & Leksono, A. W. (2022). Kurikulum merdeka belajar kampus merdeka: Sebuah kajian literatur. *Research and Development Journal of Education*, 8(1), 185-201.
- Wahyuni, S. (2022). Kurikulum Merdeka untuk Meningkatkan Kualitas Pembelajaran. *Jurnal Pendidikan dan Konseling (JPDK)*, 4(6), 13404- 13408.
- Yuhastina, Y., Parahita, B. N., Astutik, D., Ghufroudin, G., & Purwanto, D. (2020). Sociology teachers' opportunities and challenges in facing "Merdeka Belajar" curriculum in the fourth industrial revolution (Industry 4.0). *Society*, 8(2), 732-753.

Zulfirman, R. (2022) Implementasi Metode Outdoor Learning Dalam Peningkatan Hasil Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam Di Man 1 Medan. *Jurnal Penelitian, Pendidikan dan Pengajaran* |Vol 3 No 2 2022 <http://dx.doi.org/10.30596/2Fjppp.v32.11758>

Yusuf, M., & Arfiansyah, W. (2021). Konsep “Merdeka Belajar” dalam Pandangan Filsafat Konstruktivisme. *AL-MURABBI: Jurnal Studi Kependidikan dan Keislaman*, 7(2), 120–133. <https://doi.org/10.53627/jam.v7i2.3996>



ENCLOSURE

Enclosure 1 : Interview Questions

1. English Teachers' Perceptions regarding the Implementation of the Merdeka Curriculum at SMK Syafi'I Akrom Vocational School:

| No. | Daftar Pertanyaan wawancara | Informan |
|-----|--|---|
| 1. | Bagaimana pendapat Anda tentang kurikulum merdeka yang diterapkan di SMK Syafi'i Akrom? | 2 Guru Bahasa Inggris SMK Syafi'i Akrom |
| 2. | Apa saja aspek yang menurut Anda paling penting dalam implementasi kurikulum merdeka di mata pelajaran bahasa Inggris? | |
| 3. | Bagaimana Anda mengevaluasi efektivitas kurikulum merdeka dalam mencapai tujuan pembelajaran bahasa Inggris di sekolah ini? | |
| 4. | Apakah Anda merasa bahwa kurikulum merdeka memberikan lebih banyak kebebasan dalam pengajaran dan pembelajaran bahasa Inggris? | |
| 5. | Apakah Anda merasa bahwa kurikulum merdeka telah membantu | |

| | | |
|----|---|--|
| | meningkatkan minat belajar siswa terhadap bahasa Inggris? | |
| 6. | Bagaimana harapan Anda terhadap masa depan implementasi kurikulum merdeka dalam pembelajaran bahasa Inggris di SMK Syafi'i Akrom? | |

2. Challenges Faced by English Teachers in Implementing Merdeka Curriculum:

| No | Daftar Pertanyaan wawancara | Informan |
|----|---|--|
| 1. | Perencanaan | 2 Guru Bahasa Inggris SMK Syafi'i Akrom |
| | Bagaimana Anda menemukan tantangan dalam merencanakan pembelajaran dengan kurikulum merdeka? | |
| | Apa yang menjadi hambatan utama dalam merencanakan kegiatan pembelajaran dengan pendekatan kurikulum merdeka? | |
| | Bagaimana Anda mengatasi kesulitan dalam merencanakan pembelajaran dengan kurikulum merdeka? | |
| 2. | Pelaksanaan | |
| | Apa yang menjadi tantangan | |

| | | |
|----|---|--|
| | <p>terbesar saat Anda menerapkan kurikulum merdeka dalam kelas?</p> <p>Bagaimana Anda menghadapi masalah yang timbul saat menjalankan pembelajaran dengan kurikulum merdeka?</p> | |
| 3. | Evaluasi | |
| | <p>Bagaimana Anda menilai keberhasilan implementasi kurikulum merdeka dalam pembelajaran bahasa Inggris?</p> <p>Apakah Anda menghadapi kesulitan dalam mengevaluasi kemajuan siswa dengan kurikulum merdeka?</p> <p>Bagaimana Anda memastikan bahwa evaluasi yang Anda lakukan sesuai dengan prinsip-prinsip kurikulum merdeka?</p> | |

Enclosure 2 : Transcription of interview

1. English Teachers' Perceptions regarding the Implementation of the Merdeka Curriculum at SMK Syafi'I Akrom Vocational School:

Teacher 1 Interview

| Name (Pseudonym) | : | Data Transcription (Translated from <i>Bahasa Indonesia</i>) |
|-----------------------------|----------|--|
| Interviewer | : | Bagaimana pendapat Anda tentang kurikulum merdeka yang diterapkan di SMK Syafi'i Akrom? |
| Teacher 1 | : | “Menurut saya kurikulum Merdeka belum semua sekolah bisa menggunakan kurikulum ini, karena itu berkaitan dengan SDM dan sarana prasana. Dalam sekolah swasta sdm nya belum bisa se aktif sekolah negeri. Kalau sarana prasana sekolah SMK Syafi'i Akrom sudah bisa dikatakan cukup”. |
| Interviewer | : | Apa saja aspek yang menurut Anda paling penting dalam implementasi kurikulum merdeka di mata pelajaran bahasa Inggris? |
| Teacher 1 | : | “Yaitu dalam mengemplementasikan kurikulum Merdeka aspek yang paling penting dalam Bahasa Inggris ialah siswa aktif, mandiri dan kreatif.” |
| Interviewer | : | Apakah Anda merasa bahwa kurikulum merdeka memberikan lebih banyak kebebasan |

| | | |
|-------------|---|---|
| | | dalam pengajaran dan pembelajaran bahasa Inggris? |
| Teacher 1 | : | “Iya, bahwa kurikulum merdeka memberikan lebih banyak kebebasan, siswa dapat mengeksplorasi dan lebih kreatif dalam pembelajaran bahasa Inggris. Contohnya: project wawancara, dalam project tersebut membuat siswa belajar mewawancarai narasumber.” |
| Interviewer | : | Apakah Anda merasa bahwa kurikulum merdeka telah membantu meningkatkan minat belajar siswa terhadap bahasa Inggris? |
| Teacher 1 | : | “Secara langsung kita tahu mana siswa yang benar benar mempunyai minat dan bakat, karena kurikulum ini sangat membebaskan siswa untuk kreatif dan aktif, jadi untuk siswa yang aktif dan kreatif akan lebih dominan dari siswa siswa yang kurang aktif sehingga sebagai guru saya lebih mudah memantau, mengetahui minat bakat dalam Bahasa Inggris.” |
| Interviewer | : | Bagaimana harapan Anda terhadap masa depan implementasi kurikulum merdeka dalam pembelajaran bahasa Inggris di SMK Syafi'i Akrom? |
| Teacher 1 | : | “Harapan saya yaitu untuk mengembalikan |

| | |
|--|---|
| | <p>kurikulum sebelumnya terutama adanya Ujian nasional sebagai alat ukur keberhasilan di sekolah, karena kalau hanya seperti ini saja (ujian dan sekolah) ibaratnya ujian juga dipasrahkan dari pihak sekolah. Jadi tidak adanya tantangan kepada siswa supaya mereka mempunyai rasa tanggung jawab dan termotivasi belajar.”</p> |
|--|---|

Teacher 2 Interview

| Name (Pseudonym) | : | Data Transcription (Translated from <i>Bahasa Indonesia</i>) |
|-----------------------------|----------|---|
| Interviewer | : | Bagaimana pendapat Anda tentang kurikulum merdeka yang diterapkan di SMK Syafi'i Akrom? |
| Teacher 2 | : | “Menurut saya kurikulum merdeka sudah cukup bagus di SMK Syafi'i Akrom, karena pada intinya kurikulum Merdeka menerapkan kebebasan, minat bakat siswa, dan smk juga fokus utama mereka di kejuruan jadi sudah pas jika di terapkan di SMK Syafi'i Akrom”. |
| Interviewer | : | Apa saja aspek yang menurut Anda paling penting dalam implementasi kurikulum merdeka di mata pelajaran bahasa Inggris? |
| Teacher 2 | : | “Yaitu aspek paling penting dalam implementasi kurikulum Merdeka di mata |

| | | |
|-------------|---|--|
| | | Pelajaran Bahasa Inggris adalah praktiknya, karena dengan praktik siswa tau pengalamannya bukan Cuma teori saja”. |
| Interviewer | : | Apakah Anda merasa bahwa kurikulum merdeka memberikan lebih banyak kebebasan dalam pengajaran dan pembelajaran bahasa Inggris? |
| Teacher 2 | : | Iya saya merasa bahwa kurikulum merdeka memberikan lebih banyak kebebasan dalam pengajaran dan pembelajaran bahasa Inggris karena siswa lebih mengeksplorasi, siswa bisa belajar lewat lagu Inggris, film dan akan lebih kreatif”. |
| Interviewer | : | Apakah Anda merasa bahwa kurikulum merdeka telah membantu meningkatkan minat belajar siswa terhadap bahasa Inggris? |
| Teacher 2 | : | “Menurut saya kurikulum merdeka telah membantu meningkatkan minat belajar siswa terhadap bahasa Inggris karena dengan kebebasan belajar jadi mereka bisa belajar sesuai apa yang mereka inginkan tidak dengan paksaan, tapi mungkin kekurangannya kadang siswa yang kurang aktif mereka tidak melakukannya dengan baik”. |
| Interviewer | : | Bagaimana harapan Anda terhadap masa |

| | | |
|-----------|---|---|
| | | depan implementasi kurikulum merdeka dalam pembelajaran bahasa Inggris di SMK Syafi'i Akrom? |
| Teacher 2 | : | “Harapan saya terhadap masa depan implementasi kurikulum merdeka dalam pembelajaran bahasa Inggris di SMK Syafi'i Akrom yaitu guru guru Bahasa Inggris harus lebih kreatif dalam model pembelajaran, karena Bahasa Inggris adalah Bahasa yang asing bagi siswa, sehingga dengan pembelajaran yang kreatif dan menarik bisa membuat siswa tertarik dengan Bahasa Inggris”. |

2. Challenges Faced by English Teachers in Implementing Merdeka Curriculum:

Teacher 1 Interview

| | | |
|----------------------------|---|---|
| Name (Pseudonym) | : | Data Transcription (Translated from Bahasa Indonesia) |
| Interviewer | : | Perencanaan Bagaimana Anda menemukan tantangan dalam merencanakan pembelajaran dengan kurikulum merdeka? |
| Teacher 1 | : | “Untuk menemukan tantangannya yaitu kita analisis dulu dalam perencanaan ini bagaimana karakter siswa yang kita ajar, |

| | | |
|-------------|---|---|
| | | supaya model model pembelajaran yang kita berikan sesuai dengan mereka”. |
| Interviewer | : | Apa yang menjadi hambatan utama dalam merencanakan kegiatan pembelajaran dengan pendekatan kurikulum merdeka? |
| Teacher 1 | : | “Tantangannya pada perencanaan yaitu kita belum tau karakter anak yang akan didik, seberapa aktif mereka kita belum tau, jadi dalam perencanaan kita memberikan banyak opsi model pembelajaran, misalkan nanti opsi pertama kurang sesuai dengan siswa kita bisa memberikan opsi model pembelajaran kedua”. |
| Interviewer | : | Bagaimana Anda mengatasi kesulitan dalam merencanakan pembelajaran dengan kurikulum merdeka? |
| Teacher 1 | : | “Untuk mengatasi kesulitan dalam merencanakan pembelajaran kurikulum Merdeka sesuai yang sudah saya katakan sebelumnya jadi dalam perencanaan kita memberikan banyak opsi model pembelajaran, misalkan nanti opsi pertama kurang sesuai dengan siswa kita bisa memberikan opsi model pembelajaran kedua”. |
| Interviewer | : | Pelaksanaan |

| | | |
|-------------|---|--|
| | | <p>Apa yang menjadi tantangan terbesar saat Anda menerapkan kurikulum merdeka dalam kelas?</p> |
| Teacher 1 | : | <p>“Banyak siswa yang pasif dan jam pembelajaran kurikulum Merdeka lebih banyak dari kurikulum sebelumnya dan terpusat kepada siswa itu menjadikan tantangan terbesar karena sebagai guru harus bisa mengelola waktu dan memastikan siswa aktif dan melakukan project dengan baik”.</p> |
| Interviewer | : | <p>Bagaimana Anda menghadapi masalah yang timbul saat menjalankan pembelajaran dengan kurikulum merdeka?</p> |
| Teacher 1 | : | <p>“Dalam pelaksanaan pembelajaran pasti ada yang pasif dan ada juga siswa yang kurang paham sehingga tertinggal dalam pembelajaran, untuk menghadapi masalah tersebut ada yang namanya repetation materi dengan tutor sebaya yaitu mendiskusikan materi kepada teman yang lebih paham”.</p> |
| Interviewer | : | <p>Apakah Anda merasa kurangnya dukungan atau sumber daya mempengaruhi pelaksanaan kurikulum merdeka? Jika ya, bagaimana Anda menanggulangnya</p> |
| Teacher 1 | : | <p>“Iya, yaitu menurut saya pada siswa nya yang pasif untuk penanggulangnya yang sudah</p> |

| | | |
|-------------|---|--|
| | | sampaikan terkait pengaplikasian tutor sebaya”. |
| Interviewer | : | Evaluasi Bagaimana Anda menilai keberhasilan implementasi kurikulum merdeka dalam pembelajaran bahasa Inggris? |
| Teacher 1 | : | “Karena kurikulum Merdeka tidak ada standar seperti KKM dan semua siswa dinaikkan, jarang yang tinggal kelas, jadi untuk menilai keberhasilan kurikulum Merdeka menurut saya yaitu menjadikan siswa tetap aktif dikelas, menguasai pembelajaran dan melakukan semua project yang ada dikelas”. |
| Interviewer | : | Apakah Anda menghadapi kesulitan dalam mengevaluasi kemajuan siswa dengan kurikulum merdeka? |
| Teacher 1 | : | “Untuk evaluasi mungkin tidak kesulitan, tapi menjadi berat Ketika kita sebagai guru harus menaikkan atau meluluskan siswa yang dirasa belum mampu. Karena kurikulum Merdeka mengedepankan keaktifan siswa dan pada kurikulum ini tidak ada siswa yang tinggal kelas”. |
| Interviewer | : | Bagaimana Anda memastikan bahwa evaluasi yang Anda lakukan sesuai dengan prinsip- |

| | | |
|-----------|---|---|
| | | prinsip kurikulum merdeka? |
| Teacher 1 | : | “Yaitu saya pastikan dulu bahwa : siswa sudah bisa aktif dalam kelas, melakukan secara mandiri, sudah menyelesaikan project atau product. Jika sudah dilakukan semuanya menurut saya sudah sesuai prinsip kurikulum Merdeka”. |

Teacher 2 Interview

| | | |
|-----------------------------|---|---|
| Name (Pseudonym) | : | Data Transcription (Translated from <i>Bahasa Indonesia</i>) |
| Interviewer | : | Perencanaan Bagaimana Anda menemukan tantangan dalam merencanakan pembelajaran dengan kurikulum merdeka? |
| Teacher 2 | : | “Menurut saya tidak ada kesulitan, karena dalam proses perencanaan yang biasa kita lakukan di awal tahun pembelajaran, kita lakukan bersama sama, jadi ada berbagai macam ide ide yang bisa disatukan”. |
| Interviewer | : | Apa yang menjadi hambatan utama dalam merencanakan kegiatan pembelajaran dengan pendekatan kurikulum merdeka? |
| Teacher 2 | : | “Yang menjadi hambatan kita sudah melakukan perencanaan pembelajaran, tapi SDM atau siswanya tidak sesuai realita yang |

| | | |
|-------------|---|---|
| | | kita rencanakan dan fasilitas untuk pelaksanaannya kadang masih kurang”. |
| Interviewer | : | Bagaimana Anda mengatasi kesulitan dalam merencanakan pembelajaran dengan kurikulum merdeka? |
| Teacher 2 | : | “Jika ada kesulitan dalam perencanaan, saya dan guru Bahasa Inggris lainnya akan mendiskusikan hal tersebut untuk mendapatkan solusinya”. |
| Interviewer | : | Pelaksanaan Apa yang menjadi tantangan terbesar saat Anda menerapkan kurikulum merdeka dalam kelas? |
| Teacher 2 | : | “Menurut saya tantangan terbesar saat menerapkan kurikulum merdeka dalam kelas yaitu siswa nya, karena siswanya masih banyak yang kurang aktif dalam pembelajaran”. |
| Interviewer | : | Bagaimana Anda menghadapi masalah yang timbul saat menjalankan pembelajaran dengan kurikulum merdeka? |
| Teacher 2 | : | “ biasanya masalah yang timbul ialah siswa yang kurang aktif dalam pembelajaran, untuk menghadapi masalah tersebut saya sebagai guru memberikan motivasi, dan jika ada yang benar benar kurang paham, saya ulangi |

| | | |
|-------------|---|--|
| | | penjelasan saya yang menurut mereka kurang memahami”. |
| Interviewer | : | Apakah Anda merasa kurangnya dukungan atau sumber daya mempengaruhi pelaksanaan kurikulum merdeka? Jika ya, bagaimana Anda menanggulangnya |
| Teacher 2 | : | “Iya betul sumber daya mempengaruhi pelaksanaan kurikulum Merdeka, yaitu yang saya sudah katakan bahwa siswa yang kurang aktif atau kurang tertarik dengan Pelajaran tersebut sehingga membuat pelaksanaan pembelajaran Bahasa Inggris kurang optimal, untuk menanggulangnya kadang saya berikan reward di akhir pembelajaran, agar siswa bersemangat dalam pembelajaran”. |
| Interviewer | : | <p style="text-align: center;">Evaluasi</p> Bagaimana Anda menilai keberhasilan implementasi kurikulum merdeka dalam pembelajaran bahasa Inggris? |
| Teacher 2 | : | “Menurut saya untuk keberhasilan implementasi kurikulum merdeka dalam pembelajaran bahasa Inggris masih kurang, karena kurikulum Merdeka lebih menekankan kepada siswa nya, namun realitanya siswa tidak aktif dan tertarik dalam pembelajaran walaupun sudah diberi motivasi atau cara |

| | | |
|-------------|---|--|
| | | <p>pembelajaran yang aktif, oleh karena itu kadang saya juga membebaskan mereka dan memberi motivasi agar sering sering mendengar lagu inggris atau nonton film inggris, agar mereka tertarik dan dalam pembelajaran juga bisa aktif’.</p> |
| Interviewer | : | <p>Apakah Anda menghadapi kesulitan dalam mengevaluasi kemajuan siswa dengan kurikulum merdeka?</p> |
| Teacher 2 | : | <p>“Saya tidak merasa kesulitan karena jika ada kesulitan kita diskusikan bersama dengan guru Bahasa inggris lainnya”.</p> |
| Interviewer | : | <p>Bagaimana Anda memastikan bahwa evaluasi yang Anda lakukan sesuai dengan prinsip-prinsip kurikulum merdeka?</p> |

Enclosure 3: Curriculum Vitae

CURRICULUM VITAE

Name : Laila Nahendra

Student Number : 2520118

Place and Date of Birth : Jepara, 13th of August 2001

Gender : Female

Address : Kab. Jepara, Kec. Bangsri, Desa Banjaragung,
Dukuh Klumo Sari RT.02/RW.05

Education background :

- TK Tarbiyatul Athfal
- MI Matholiul Falah
- Tsanawiyah Perguruan Islam Matholiul Falah
- Aliyah Perguruan Islam Matholiul Falah
- English Education Department, Faculty Education and Teacher Training, UIN KH Abdurrahman Wahid Pekalongan.