

**STUDENTS' AND ENGLISH TEACHERS' PERCEPTION TOWARD THE
IMPLEMENTATION OF *MERDEKA BELAJAR* CURRICULUM AT 10th
GRADE OF SMK NEGERI 1 MAJENE**



A Thesis

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd) in English Education Study Program
Tarbiyah and Teaching Training Department
State Islamic Collage of Majene

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STATE ISLAMIC COLLEGE OF MAJENE**

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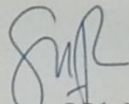
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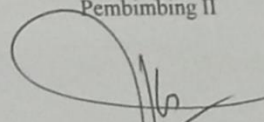
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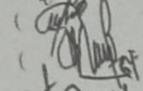
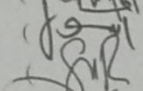
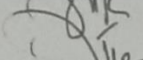
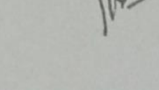
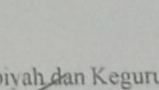
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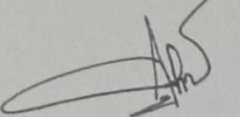
Yang berjudul "Students' and English Teachers' Perception Toward the Implementation of Merdeka Belajar Curriculum at 10th Grade of SMK Negeri 1 Majene" yang disusun NURLAILAH dengan NIM 10256119040, mahasiswa program studi Tadris Bahasa Inggris jurusan Tarbiyah dan Keguruan STAIN Majene, telah di uji dan dipertahankan dalam sidang Munaqasyah pada hari Rabu, 4 October 2023. Dan di nyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar sarjana pendidikan dengan beberapa perbaikan

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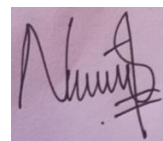
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Penyusun



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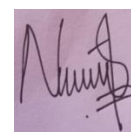
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ABSTRACT

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Title : *Students' and English Teachers' Perception Toward the Implementation of Merdeka Belajar Curriculum at 10th Grade of SMK Negeri 1 Majene*

This research problem for this research is how students' and English teachers' perception toward the implementation of *Merdeka Belajar* curriculum. The purpose of this research is to determine the perception of students' and English teachers' toward the implementation of *Merdeka Belajar* among vocational high school. The researcher used mixed method to collect data using a questionnaire and interview instrument. The sample in this research were students of class 10th consist of 30 students and two English teacher SMK Negeri 1 Majene. The result showed that students' perception toward the *Merdeka Belajar* was in the undecided category with a total of 64.80% and English teachers' perception toward the implementation of *Merdeka Belajar* was in the agree category with a total of 79.17%. This indicates that students' perceptions of *Merdeka Belajar* are undecided, while English teachers' perceptions of *Merdeka Belajar* are agree.

Keywords : Perception, Merdeka Belajar Curriculum

Permasalahan penelitian dalam penelitian ini adalah bagaimana persepsi siswa dan guru terhadap penerapan kurikulum Merdeka Belajar. Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa dan guru bahasa Inggris terhadap penerapan Merdeka Belajar di kalangan sekolah menengah kejuruan. Peneliti menggunakan metode campuran untuk mengumpulkan data dengan menggunakan instrumen kuesioner dan wawancara. Sampel dalam penelitian ini adalah siswa kelas 10 yang terdiri dari 30 siswa dan dua orang guru bahasa Inggris SMK Negeri 1 Majene. Hasil penelitian menunjukkan bahwa persepsi siswa terhadap Merdeka Belajar berada pada kategori tidak tertarik dengan jumlah sebesar 64,80% dan persepsi guru Bahasa Inggris terhadap pelaksanaan Merdeka Belajar berada pada kategori tertarik dengan jumlah sebesar 79,17%. Hal ini menunjukkan bahwa persepsi siswa terhadap Merdeka Belajar adalah positif dan negatif, sedangkan persepsi guru Bahasa Inggris terhadap Merdeka Belajar adalah positif.

Kata Kunci : Persepsi, Kurikulum Merdeka Belajar

CHAPTER 1

INTRODUCTION

This chapter discusses the background, research problem, objective of the research, significant of the research and research scope.

A. Background

Education is a human endeavor to help people reach their full physical and spiritual potential in conformity with societal and cultural norms (Rahman et al., 2022). During the educational process, efforts are made to embed values and conventions and transmit them to the following generation so that they might be developed in real life. Education according to *Undang-Undang RI No. 20 Tahun 2003* concerning the National Education System namely: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state". Students can develop their ability to produce high-quality human resources through a planned, directed, intensive, effective, and efficient educational process.

One of the goals of education is to improve a person's ability to achieve prosperity in life; the curriculum is critical in supporting the learning process so that it can be carried out properly. Suppose the learning process is carried out without a curriculum. In that case, it will be challenging to achieve

educational goals and the ongoing education will not be carried out optimally because the curriculum is the heart of education which provides space for students to realize the abilities that exist within them. The heart of education in question is the core of education that determines and directs the quality of students in the future.

The Ministry of Education and Culture of the Indonesian government is responsible for developing the curriculum. Education cannot be separated from this term, because the curriculum is an important component in teaching and learning and the process will run in a structured and systematic manner to achieve the desired learning (Subede, 2017). The curriculum must be implemented based on what has been planned to make students appear as planned in the learning objectives in order to achieve the goals and objectives of the curriculum. In this case, the curriculum is the key to the success of education, so the government must design it according to the time (Mantra et al., 2022). In Indonesia, several curriculum have been implemented: 1947, 1952, 1964, 1968, 1975, 1984, 1994, 1997, the Competency-Based Curriculum (2004), School-Based Curriculum (2006), 2013 curriculum, and the latest curriculum is the *Merdeka Belajar* curriculum (Rahayu et al., 2022). The *Merdeka Belajar* curriculum for education units for elementary and secondary levels, from elementary to high school or vocational school, is one of the most recent methods of curriculum reform from the Ministry of Education and Culture, research and Technology.

Merdeka Belajar Curriculum was declared during the transitional period of the emergence of the Covid-19 Pandemic, which hit the whole world. In 2020, the government was very aggressively socializing the *Merdeka Belajar* policy which is a guideline and benchmark for saving the education crisis due to the pandemic, for stakeholders to provide a fun, happy and meaningful learning experience for all students in their respective schools. *Merdeka Belajar* curriculum is a form of evaluation of the 2013 curriculum, which focuses on diverse intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competence. *Merdeka Belajar* curriculum focuses on essential material, character development and student competencies (Jamilah et al., 2023). The characteristics of the *Merdeka Belajar* curriculum, namely the existence of *Projek Profil Pelajar Pancasila* (Asiati & Hasanah, 2022). *Projek Profil Pelajar Pancasila* is an integral part of the implementation of *Merdeka Belajar* Curriculum (Kemendikbudristek, 2022).

In *Merdeka Belajar* curriculum, the co-curricular program is carried out in the form of a *Projek Penguatan Profil Pelajar Pancasila (P5)*. *P5* does not aim to achieve certain learning achievement targets (Kemendikbudristek, 2022). Co-curricular in the form of *P5* is an innovation in flexible learning creativity, increasing motivation to actively participate in face to face learning, collaboration, creation and expression to produce ideas and ideas through actions that can affect oneself and the environment (Pratama & Dewi, 2023). Therefore in the implementation of *Merdeka Belajar* curriculum there

is P5 which allows students to apply learning understanding in the surrounding environment.

SMK Negeri 1 Majene is one of the schools that implement *Merdeka Belajar* from several schools in Majene. Based on initial observations made by researcher at SMK Negeri 1 Majene, the students are quite hard to changing the way they learn. This is something new for students and teachers to implement. The learning process, namely that students mostly make presentations and students do not only listen and pay attention to the teacher's explanation. Based on the demands of *Merdeka Belajar* curriculum that the learning process focuses more on students but the implementation focuses on the teacher, whereas the reality in school still focuses on teachers. Teachers must do Literacy because with good literacy, teachers can explain about *Merdeka Belajar* curriculum.

The research focuses on the perceptions of students and English teachers about the implementation of the *Merdeka belajar* curriculum, which has been socialized for about three years by the Ministry of Education. The perceptions of students and teachers play an important role in supporting the implementation of a new curriculum ready to be implemented at all levels of education. Hopefully, can be used as a reference in other schools and to see the readiness of English teachers and 10th grade students in implementing the *Merdeka Belajar* curriculum.. So the researcher is interested in conducting a study entitled "**Students' and English Teachers' Perception Toward the**

Implementation of *Merdeka Belajar* Curriculum at 10th Grade SMK Negeri 1 Majene.

B. Research Problem

Based on the background, research problem of this research that is:

1. How is the English teachers' perception toward the implementation of *Merdeka Belajar* Curriculum at SMK Negeri 1 Majene?
2. How is the students' perception toward the implementation of *Merdeka Belajar* at 10th grade of SMK Negeri 1 Majene?

C. Objective of the Research

Based on the research problem described above, the research objective is

1. To find out the English teachers' perception toward the implementation of *Merdeka Belajar* Curriculum at SMK Negeri 1 Majene.
2. To find out the students' perception toward the implementation of *Merdeka Belajar* at 10th grade of SMK Negeri 1 Majene.

D. Significances of the Research

In this research, the researcher expected to have two items, items are theoretical significance and practical significance contributions.

1. Theoretical significance

The results of this study are expected to add insight into students and English teachers' perceptions in implementing the *merdeka belajar* curriculum.

2. Practical significance

This research has practical significance for researching others in developing insights related to the perceptions of students and English teachers' in implementing the merdeka belajar curriculum.

a. For educational institutions

This research is helpful for educational institutions or schools regarding the perceptions of English teachers in implementing the *Merdeka Belajar* curriculum.

b. For teachers

This research can motivate teachers to continue developing curriculum implementation in teaching English according to the times.

c. For researchers

This research is helpful for the researchers themselves; they can know the differences of each respondent regarding perceptions of students and English teachers on implementing the *Merdeka Belajar* curriculum at 10th grade of SMKN 1 Majene.

d. For readers

This research is useful for readers, namely: provide information about the perceptions of students and English teachers' in implementing the *Merdeka Belajar* curriculum at 10th grade of SMK Negeri 1 Majene.

E. Research Scope

Based on the research questions above, the researcher will focus on the perceptions of 10th grade students and English teachers' in implementing the *Merdeka Belajar* curriculum at SMK Negeri 1 Majene. Especially for students it is also focused on perceptions in implementing *Projek Penguatan Profil Pelajar Pancasila*. In this case, 10th grade students belong to phases E.

CHAPTER II

LITERATURE REVIEW

This part deals with previous related studies, some pertinent ideas and a conceptual framework.

A. Previous Related Studies

The literature review is conducted to find topics related to the research title under study or previous research titles. The discussion that indirectly refers to the title of the researcher's discussion is as follows:

First, Supriatna et al (2023) in a study entitled: “Implementation of Merdeka Belajar Curriculum in Elementary Schools”: How is Teachers' Perception?”. The focus of this study is teachers' perceptions of the implementation of *Merdeka Belajar* curriculum in elementary schools. This study use a qualitative method. The results of this study showed that the teachers' perceptions are positive and good towards the implementation of the Merdeka curriculum in elementary schools.

Second, Jamilatussholikhah et al (2022) in a study entitled: “*Persepsi Guru Pendidikan Agama Islam Tentang Kebijakan Merdeka Belajar Di Madrasah Tsanawiyah Ykui Sekargadung Dukun Gresik*”. This study focuses on PAI teachers' perception of the *Merdeka belajar* policy. This study uses a qualitative method. The results of this study are teachers at MTs YKUI Sekargadung have different and positive perceptions about the Kemendikbud Nadiem Makarim's policy of *Merdeka Belajar*.

Third, Fahira et al(2022) wrote a study entitled: “*Persepsi Siswa Kelas X Terhadap Penerapan Kurikulum Merdeka Belajar Pada Pembelajaran IPS Di SMA 1 Bukit Sundi*”. This study focuses on tenth graders’ perception of applying the *Merdeka belajar* curriculum at SMA 1 Bukit Sundi. This study uses a quantitative method. The results of the analysis show that the perception of high school students of SMA 1 Bukit Sundi on the application of independent learning curriculum has been well received.

Fourth, Prakoso et al (2021) in a study entitled: "Teacher’s Perception On Merdeka Belajar Policy". The focus of this study is the teacher's perception of the merdeka belajar policy and in this study used a mixed research design. The results showed that the majority of teachers considered *Merdeka Belajar* policy to be an effective alternative in providing instruction to students in accordance with the resources owned by the school. However, technically, teachers feel the need to be given structured socialization, clear guidance, and freedom based on the abilities and personalities of teachers in schools.

Fifth, Pertiwi & Pusparini (2021) wrote a study entitled: “Vocational High school english teachers’ perspectives on merdeka belajar curriculum”. The focus of this study is teacher's perspective on the concept of independent learning and simplification of lesson plans. This study used a descriptive qualitative method involving 8 English teachers from vocational high schools. The results showed that not all teachers understand the concept of *Merdeka Belajar*. The finding also showed that the implementation of a one-page lesson plan (RPP 1 Lembar) had not met the expectation of *Merdeka*

Belajar. However, all participants fully support the implementation of this new curriculum.

Based on previous studies, researcher found similarities and differences between previous studies and this research. The similarities between these studies and the research that the researcher will conduct are focusing on the implementation of *Merdeka Belajar* curriculum. The difference between these studies with the research that the researcher will conduct:

1. The first study included all teachers' perceptions in Elementary School. Meanwhile, the research that the researchers conducted only focused on the perceptions of English teachers and class 10 students. Furthermore, regarding the research methods used, this research used qualitative methods. whereas in this study researchers used mixed methods.
2. The second research focuses on PAI teachers' perceptions of the independent learning policy. Meanwhile, the research conducted by researchers included the perceptions of English teachers and students toward the implementation of *Merdeka Belajar* curriculum. Furthermore, the research method used, this research uses qualitative methods. Meanwhile, in this research, researchers used mixed methods.
3. The difference between this third research and the research conducted by researchers is that the previous research focused on implementing the *Merdeka Belajar* curriculum in social studies learning. Meanwhile, the research that the researchers conducted did not focus on specific learning.

4. The difference that appears in this research is the perception toward the *Merdeka Belajar* policy. Meanwhile, the research conducted by researchers was regarding perceptions of the implementation of independent learning.
5. In the fifth study, it can be seen that previous research did not include student perceptions. Meanwhile, the research conducted by researchers included teacher and student perceptions.

B. Some Pertinent Ideas

1. Perception

a. Definition of Perception

Perception is the experience of objects, events, or relationships obtained by concluding information and attaching messages (Krissandi, 2018). So perception is a person's view of something that will make a response to how and with what a person will act. Perception is a complex cognitive process that produces images that may differ from reality (Anwar, 2022).

The process of using existing knowledge to obtain and interpret stimuli or stimuli received by the human sensory system (Widyastuti, 2020). In other words, a person interprets stimuli based on their interests, expectations, and relationship to experience. This relationship is realized through the five senses, namely the senses of sight, hearing, touch, taste, and smell. Perception is also called organizing information from the five senses into a whole that can be understood.

Based on the theory above, it can be concluded that perception is often used to express the experience of an object or event that is experienced. Through perception, humans continuously make contact with their environment. This relationship is carried out through the senses, namely the senses of sight, hearing, touch, taste, and smell. Perception is complex that causes people to receive or summarize information obtained from their environment.

b. Perception indicators

Anggila (2022) states that The teacher's perception is a cognitive process influenced by knowledge, experience, and insight. The five senses' perception of objects is shaped and organized by experiences and learning processes. Individual components also have an impact on the availability of reactions in the form of individual attitudes and conduct toward existing items. Knowledge and insight offer significance to objects that people experience. indicators that influence perception are as follows:

- 1) The degree of understanding of an object affects how the brain perceives it. This description is interpreted through understanding and consideration to create a conception of the actual happenings.
- 2) Individual evaluation of an object is linked to an understanding of an object developed from observations, this understanding of field reality is an assessment that is generated subjectively, that is, observations are unique and differ.

- 3) External stimuli people take in from the outside help them develop acceptance and shape perception. The five senses take in the stimuli, leaving the brain with an impression or image.

Based on the theory above, perception indicators consist of three things: stimuli taken by individuals from outside, a unique understanding of objects or phenomena, and individual evaluations of these objects. The essence of the perceptual process is that the individual sees himself as a person. The psychological state of the recipient influences perception in the sense that only certain information is received and absorbed. The same set of information can be organized into patterns in different ways.

c. Factors that influence perception

According to Perdana (2021) several factors affect perception as follows:

- 1) Internal factors are factors that come from within a person in creating and discovering something that is then useful for many people, for example. In this case the internal factors that influence perception, namely age, education.
- 2) External factors are the opposite of internal factors, which come from outside a person creating and discovering something. In this case, the external factors that influence perception, namely information and experience.

Based on the opinions above, it can be concluded that perceptions can be influenced by internal factors and external factors. These factors make

individual perceptions different and influence individuals to perceive an object, a stimulus, even though the object is the same. A person's or group's perception, regardless of whether the circumstances are the same.

2. *Merdeka Belajar* Curriculum

a. Definition of *Merdeka Belajar*

Merdeka Belajar is a policy by Nadhim Makarim as the Minister of Education and Culture. *Merdeka belajar* is freedom of thought and freedom of innovation. Transformation of education through a *Merdeka belajar* policy is one of the steps to creating superior Indonesian human resources with a *profile pelajar Pancasila* (Vhalery et al., 2022). *Merdeka belajar* means independence, that the educational environment determines the best learning path (Fauzan & Arifin, 2022).

Merdeka belajar is the freedom to choose how to act, think, process, and act creatively for each person's self-development by choosing his or her own destiny (Setiyaningsih & Wiryanto, 2022). According to Wijaya et al., (2020), the concept of *Merdeka Belajar* can provide pupils with more room and the ability to learn pleasantly, calmly, and freely without any pressure. *Merdeka Belajar* means freedom in a learning atmosphere. Therefore, teachers and students can use the freedom to innovate, learn independently and be creative.

Based on the theory above, it can be concluded that the concept of *Merdeka Belajar* is an effort to create a learning environment that frees the

perpetrators to think so that they are more active, creative, and innovative.

Creating a fun learning environment for students and teachers.

b. *Merdeka Belajar* Policy

Merdeka Belajar policy has four policy points, namely (Kemdikbud, 2019):

- 1) The National Examination (UN) will be changed to a Minimum Competency Assessment and Character Survey, which consists of reasoning abilities using language (literacy), reasoning abilities using mathematics (numeration), and strengthening character education. The exam will be carried out by students who are in the middle of the school level, grades 4, 8 and 11. So that it can encourage teachers and schools to improve the quality of learning. Examination results are not used as the basis for student selection to the next level.
- 2) The National Standardized School Examination (USBN) will be implemented with an exam organized by the school. The test is used to assess student competency which can be done in the form of a written test or other more comprehensive forms of assessment, such as portfolios and assignments (group assignments, written work and so on). That way teachers and schools are more independent in assessing student learning outcomes.
- 3) Simplification of Lesson Plans (RPP). RPP will be simplified by trimming several components. Teachers can freely choose, create, use, and develop lesson plan formats in this new policy. The three core

components of lesson plans consist of learning objectives, learning activities, and assessments. RPP writing is written efficiently and effectively, so the teacher has ample time to prepare and evaluate the lesson.

- 4) In accepting new students (PPDB), it will use a zoning system with more flexible policies to accommodate inequality of access and quality in various regions. The composition of the 18 zonings PPDB pathways can accept a minimum of 50% students, a minimum of 15% affirmation pathway, and a maximum displacement pathway of 5%. As for the achievement path or the remaining 0-30%, it is adjusted to regional conditions. The regional authority determines the final proportion and determines the zoning area.

Based on the presentation of the policy concept "*Merdeka Belajar*" is an effort to create a learning environment that is free for expression, and free for innovation, free from various obstacles, especially psychological pressure. The teacher needs to have strong facilitation skills and be able to lead. The activities that take place in educational institutions and at home must be coordinated. Educational institutions must serve as laboratories for student change.

According to Kemdikbud (2019), *Merdeka belajar* is essential to change the way children think about lessons. These differences are shown in the sections below:

- 1) Fixed mindset, a child's ability is absolute and cannot be changed, some are wise, and some are stupid, which can only be measured by academic ability, intelligence is genetically inherited, and a grade symbolizes achievement.
- 2) Growth mindset, Everyone has potential abilities. This potential can constantly develop critical and creative thinking for real problems, which is supported by "lifelong learning capacity." A consistent form of faulty thinking that occurs includes:
 - a) Remembering a theory or concept.
 - b) Learning is too deductive (only theory and sketches).
 - c) Too many vertical assessments (minus horizontal).
 - d) Teacher-centered learning is less productive for children's learning.
 - e) Misconception: Mathematics/science is difficult, social studies are rote.
 - f) The ability to read has not been trained optimally since childhood.

c. Phases In *Merdeka Belajar* Curriculum

In *Merdeka Belajar* curriculum, learning outcomes are formulated into six phases with a period according to the competency level of students (Juniardi, 2023).

1) Phase A of Merdeka Curriculum

Phase A is the phase intended for Elementary School Education or equivalent grades 1 and 2. Learning in phase A is subject-based but still thematic. The formulation of learning outcomes also refers to phases, no longer according to class like the previous curriculum.

2) Phase B of Merdeka Curriculum

Phase B is the phase reserved for Elementary School Education or equivalent grades 3 and 4. That means all students in grades 3 and 4 are in the same phase. Just like phase A, the formulation of learning outcomes also refers to phases, no longer according to class like the previous curriculum.

3) Phase C of Merdeka Curriculum

Phase C is a phase intended for Elementary School Education or equivalent grades 5 and 6. With this kind of phase, each teacher cannot force students to understand competencies they have not mastered.

4) Phase D of Merdeka Curriculum

Phase D of *Merdeka Belajar* Curriculum applies to grades 7, 8 and 9. However, the curriculum structure and learning load are divided into 2 groups, namely the 7-8 grade group and the 9 grade group. The two groups have the same subject, only The time allocation for several subjects is different. For example, in grades 7 and 8 the time allocation for science is 144 JP per year, while for grade 9 it is only 128 JP per year.

5) Phase E of Merdeka Curriculum

Phase E of *Merdeka Belajar* Curriculum is a phase intended for grade 10, both at the SMA, SMK, or equivalent level. In this phase, students are required to be able to recognize their potential and talents before entering a higher class level.

6) Phase F of *Merdeka* Curriculum

Phase F of *Merdeka Belajar* Curriculum is a phase intended for grades 11 and 12 both at the SMA, SMK, or equivalent level. In this phase, students can choose the subjects they like, according to their interests and talents.

From the six phases above, it can be concluded that the division of the *Merdeka Belajar* Curriculum phase refers to the level of competence of students in a lesson, not referring to grade levels like the previous curriculum. In one class, it could be that the learning achievement phase of the students is different. An example of the *Merdeka Belajar* Curriculum phase is student A is in grade 3 which is included in phase B. It turns out that the competency level of these students is in phase A. So, the teacher concerned must provide material according to student's understanding, namely phase A material.

d. Structure of *Merdeka Belajar* Curriculum

The structure of the *Merdeka Belajar* curriculum at SMK is divided into two, namely (Kemdikbud, 2019):

1. Intracurricular learning

Intracurricular learning at SMK is also divided into 2 (two), namely general and vocational subject groups.

- a) A General Group is a group of subjects that forms students into complete individuals according to their development phase. Students are expected to have the norms of life as individual beings and social beings, as citizens of Indonesia and citizens of the world.

Some of the subjects included in the general group:

- 1) IPAS Project. Subjects that develop scientific literacy with aspects of natural and social sciences. These subjects are delivered in contextual and actual themes of life.
 - 2) English and Mathematics. In grade 10, these two subjects contain both general and basic material. While in grades 11 and 12, the focus of these two subjects is contextual deepening of the material on vocational substance in each Expertise Program Skill.
 - 3) Informatics. This subject is designed the same as other educational units but can be adjusted to the student's Expertise Program.
- b) A vocational group is a group of subjects whose function is to form students so that they have competence following developments in the world of work, as well as science, technology, arts, and culture.

Some of the Vocational Group subjects in SMK:

- 1) Vocational Subjects. In grade 10, the Vocational Subject focuses on learning the basics of the Vocational Program. In grades 11 and 12, this subject includes a group of competency units which are developed more technically according to the chosen Expertise Concentration.
 - 2) Creative and Entrepreneurship Subjects. This subject becomes a tool for students to actualize and express the competencies they have mastered. This is done through the creation of products or services that are creative and of economic value.
 - 3) Elective Subjects. The subjects chosen by students are in accordance with their passion for self-development, continuing education, entrepreneurship, or working in the chosen field. Students can study vocational subjects in their concentration of expertise, vocational subjects across concentrations of expertise, general subjects, or elective group subjects taught in phase F SMK.
2. *Projek Penguatan Profil Pelajar Pancasila* (P5) is allocated from the total JP of general subjects and several elective subjects per year. *Projek Penguatan Profil Pelajar Pancasila* is a co-curricular activity that provides opportunities for students.

- a) Exploring knowledge, developing skills, and strengthening the development of the six dimensions of *Profil Pelajar Pancasila* .
- b) Study in depth important themes or content, such as a sustainable lifestyle, tolerance, mental health, culture, entrepreneurship, technology and democratic life.
- c) Take real action in accordance with the development and stages of their learning.

According to Kemendikbud ristek (2022) the principles of *Projek Penguatan Profil Pelajar Pancasila* are as follows:

a) Holistic

Holistic means seeing as a whole and whole, not partial or separate. In the context of *Projek Penguatan Profil Pelajar Pancasila*, a holistic framework of thinking guides us to see the subject as a whole and see the relationship of various things to understand it as a whole.

b) Contextual

The contextual principle is about effort as a basis for real-experience learning activities that are felt every day. This principle encourages teachers and students to be able to do the environment and the realities of life as the main learning materials.

c) Centered on learners

The learner-centered principle relates to learning schemes that encourage students to become learning subjects who actively

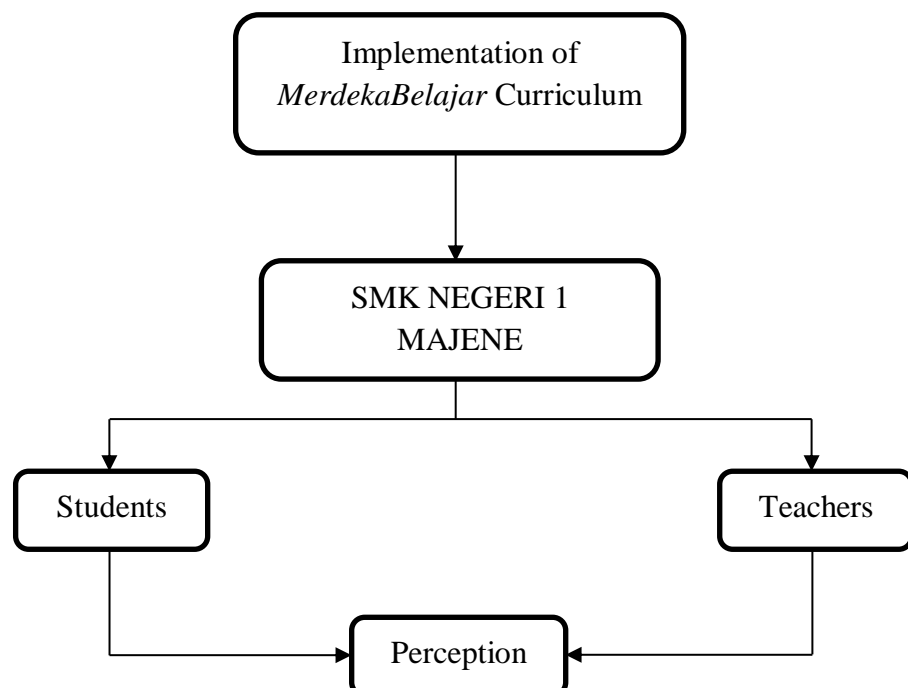
manage the learning process independently, including having the ability to choose and recommend *Projek Penguatan Profil Pelajar Pancasila* according to their interests.

d) Explorative

The exploratory principle relates to the spirit to open wide space for the process of self-development and inquiry, both structured and free. *Projek Penguatan Profil Pelajar Pancasila* does not exist in the intracurricular structure related to various formal schemes for setting students' eyes.

C. Conceptual Framework

To make easier to understand the theoretical framework, the researcher made conceptual framework using figure below.



CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher will explain about the research methodology. The research methodology includes several items there are research method, population and sample, research instrument, the procedure of collecting data, and the technique of data analysis.

A. Research Method

This research type is a mixed method. The mixed method involves the collection and mixing or integration of both quantitative and qualitative data in a study (Creswell, 2017). Means that mixed-method research is a combination of quantitative and qualitative research.

Based on the description above, the researcher use mixed method research where the data collection had conduct by using questionnaires and interviewing. So it is accessible to determine the students and teachers' perception as a purpose of this research.

B. Population and Sample

1. Population

The population of this study were 10th grade students and English teachers at SMK Negeri 1 Majene, which consisted of five majors, namely fashion, beauty, hospitality, culinary, and computer engineering and informatics. The

number of grade 10th students is 229 students. All grade 10th have English subject.

2. Sample

In selecting the students, the researcher preferred to use Random Sampling Technique. In this case, the researcher would take a sample of 30 students' 10th grade randomly and two English teachers at SMK Negeri 1 Majene.

C. Research Instrument

Data finding is crucial in the research, and it needs a research instrument as a tool needed or used to collect, process, and find the data result. The research instruments that had used in this research are as follows:

1. Questionnaire

The questionnaire is a data collection technique that gives respondents a set of questions or written statements to answer (Sugiyono, 2021). In this case, the result of the research questionnaire inform had readers about the respondent's answers. Then, the respondents must answer all the questions honestly about what they felt. So that the researcher would find out the students perception toward the implementation of *Merdeka Belajar* curriculum. To collect data of teachers' perception, the researcher had adopt the questionnaire from previous research (Perdana, 2021); meanwhile, to collect data of students' perception, the researcher had modification the questionnaire from previous research (Perdana, 2021).

2. Interview

The interview is a data collection technique that can be done face-to-face or by telephone (Sugiyono, 2021). So research interview was a meeting of people and interviewer participants to obtain the information needed based on the interviewer's questions provided. The interview is the second instrument in collecting data. The researcher used paper, a book, a pen, recording devices, sheets, or notes containing points or questions in collecting the data.

D. The Procedure of Collecting Data

Data collection techniques needed by researcher in mixed research are below:

1. Questionnaire

In this case, the students had given a questionnaire about students and teachers perceptions toward the implementation of *Merdeka Belajar*. Collecting data from the questionnaire is a crucial thing to know and understand the students and teachers perceptions by filling the answer to written questions that the researcher distributed to all samples. The question items had divided into positive and negative in this connection.

2. Interview

In this technique, the researcher had begin the interview by deciding on the subjects or respondents. The respondents were five students' 10th grade and two English teachers of SMK Negeri 1 Majene. Then, the researcher would ask directly about the questions that have been provided. Besides,

the interview process was conducted face to face among the researcher and respondents. To get valid information from the respondents, the researcher recorded it during the interview process accomplished.

E. The Technique of Data Analysis

1. Questionnaire

The data analysis of the questionnaire used the Likert Scale and analyzed in percentage to see the students and teachers perceptions toward the implementation of *Merdeka Belajar* curriculum. The answering each instrument item of the Likert Scale is divided into positive statements to negative statements as follows:

Table 1.0 Likert Scale

POSITIVE STATEMENT		NEGATIVE STATEMENT	
Score	Category	Score	Category
5	Strongly agree	1	Strongly agree
4	Agree	2	Agree
3	Undecided	3	Undecided
2	Disagree	4	Disagree
1	Strongly disagree	5	Strongly disagree

(Sugiyono, 2010)

The interval of the students' and teachers' responses on the questionnaire can be seen in the following table as follows:

Table 1.1 Score Category of the Questionnaire

Interval score	Category
95-120	Strongly agree
79-94	agree
62-78	Undecided
46-61	Disagree
30-45	Strongly disagree

(Sugiyono, 2010)

2. Data Collection

An organization collects data so that research is conducted consistently based on patterns. Data reduction, data display, and conclusion drawing or verification are the three critical phases of data analysis (Salim & Haidir, 2019). This following figure emphasized the element of data analysis by Salim and Haidir.

a. Data Reduction

Data that arise from field notes can be chosen, concentrated on, made more straightforward, abstracted from, and transformed through the analytical process of data reduction. The researcher chose data from students and teachers interview and questionnaire to learn more about the *Merdeka Belajar* Curriculum.

b. Data Display

Narrative descriptions, infographics, linkages between categories, flowcharts, and similar items can be used to display data. Additional, higher-order categories or themes that go beyond those found during the initial step of data reduction may be revealed from the data at the display stage. Display the info after that for it to make sense. Data display could be formed graphics through tables, diagrams, and so on. The data is coordinated and aligned in the relationship pattern through offering these data. Thus, it would be easier to figure out. The researcher category was the students and teachers who gave positive and negative perceptions about the *Merdeka Belajar* curriculum.

c. Conclusion And Verification

The next step in the data analysis is drawing conclusions based on the findings and verifying the data. Verification was linked to conclusion drawing, which entails revising the data as many times as necessary to cross-check or verify this emergent conclusion. Verification relates to the process that demonstrates the answer to the research question and objectives. Thus the researcher concluded the positive or negative perceptions of the *Merdeka Belajar* curriculum by students and teachers.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion to answer the problem in chapter one which about students' and English teachers' perceptions both positive and negative.

A. *Findings*

1. Teachers' Perception

This part describes the level of agreement of the English teacher with the statement items in the questionnaire given by the researcher. The score obtained from filling out the questionnaire and interview by the English teacher illustrates how much each teacher perception the implementation of the *Merdeka Belajar* curriculum. Data processing was assisted by the Microsoft Excel 2010 computer program and Likert Scale.

In general, the teachers of English in SMK Negeri 1 Majene agree or have positive statement toward *Merdeka Belajar* curriculum. It could be seen from the average of all tables reached (79.17%), which they were categorized as agree. The contract in this study is the English teacher's perception of the implementation of the *Merdeka Belajar* curriculum.

a. Result of Questionnaire Analysis

Item 1 : *Konsep Merdeka Belajar tidak baik untuk tumbuh kembang peserta didik* (The concept of *Merdeka Belajar* is not good for the growth and development of students).

Table 1.2

No	Category	Frequency	Percentage
1	Strongly Agree	0	0%
2	Agree	0	0%
3	Undecided	0	0%
4	Disagree	1	50%
5	Strongly Disagree	1	50%
Frequency		2	100%

Based on the table above, it can be seen that there were no teachers (0%) who chose strongly agree, agree and were unsure, 1 teacher (50%) chose to disagree, 1 teacher (1%) chose to strongly disagree. It was indicated that all respondents chose "disagree and strongly disagree" or gave a positive perception of the implementation of the *Merdeka Belajar* curriculum.

Item 2 : *Konsep Merdeka Belajar membuat Peserta didik lebih berani* (The concept of *Merdeka Belajar* makes students braver).

Table 1.3

No	Category	Frequency	Percentage
1	Strongly Agree	0	0%
2	Agree	2	100%
3	Undecided	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Frequency		2	100%

Based on the table above it can be seen that there were 0 teachers (0%) who chose to strongly agree, 2 teachers (100%) chose to agree with the item, there were no teachers (0%) who chose to be hesitant, disagree, and strongly disagree. . It is indicated that all respondents chose "agree" or gave a positive perception of the implementation of the *Merdeka Belajar* curriculum.

Item 3 : *Konsep Merdeka Belajar kurang sesuai untuk membentuk karakter Peserta didik* (The concept of *Merdeka Belajar* is not suitable for forming the character of students).

Table 1.4

No	Category	Frequency	Percentage
1	Strongly Agree	0	0%
2	Agree	0	0%
3	Undecided	0	0%
4	Disagree	1	50%
5	Strongly Disagree	1	50%
Frequency		2	100%

Based on the table above, it could be seen that there were no teachers (0%) chose strongly agree, agree and undecided, 1 teachers (50%) chose disagree, 1 teachers (1%) chose strongly disagree. It was indicated that all respondents chose “disagree and strongly disaagree” or gave a positive perception toward the implementation of *Merdeka Belajar* curriculum.

Item 4 : *Konsep Merdeka Belajar membuat Peserta didik lebih aktif* (The concept of *Merdeka Belajar* makes students more active).

Table 1.5

No	Category	Frequency	Percentage
1	Strongly Agree	0	0%
2	Agree	2	100%
3	Undecided	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Frequency		2	100%

Based on the table above, it could be seen that there were 0 teachers (0%) chose strongly agree, 2 teachers (100%) chose agree toward this item, there is no teachers (0%) chose undecided, disagree, and strongly disagree. It was indicated that all respondents chose “agree” or gave a positive perception toward the implementation of *Merdeka Belajar* curriculum.

Item 5: *Pembelajaran terpusat pada guru* (Teacher-centred learning).

Table 1.6

No	Category	Frequency	Percentage
1	Strongly Agree	0	0%
2	Agree	0	0%
3	Undecided	0	0%
4	Disagree	1	50%
5	Strongly Disagree	1	50%
Frequency		2	100%

Based on the table above, it could be seen that there were no teachers (0%) chose strongly agree, agree and undecided, 1 teachers (50%) chose disagree, 1 teachers (1%) chose strongly disagree. It was indicated that all respondents chose “disagree and strongly disagree”

or gave a positive perception toward the implementation of *Merdeka Belajar* curriculum.

Item 6 : *Pembelajaran dilakukan di luar kelas/sekolah* (Learning is done outside the classroom/school).

Table 1.7

No	Category	Frequency	Percentage
1	Strongly Agree	0	0%
2	Agree	2	100%
3	Undecided	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Frequency		2	100%

Based on the table above, it could be seen that there were 0 teachers (0%) chose strongly agree, 2 teachers (100%) chose agree toward this item, there is no teachers (0%) chose undecided, disagree, and strongly disagree. It was indicated that all respondents chose “agree” or gave a positive perception toward the implementation of *Merdeka Belajar* curriculum.

Item 7 : *Guru dan peserta didik berkolaborasi menciptakan suasana belajar yang nyaman* (Teachers and students collaborate to create a comfortable learning atmosphere).

Table 1.8

No	Category	Frequency	Percentage
1	Strongly Agree	1	50%
2	Agree	1	50%
3	Undecided	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Frequency		2	100%

Based on the table above, it could be seen that there were 1 teachers (50%) chose strongly agree toward this item, 1 teachers (50%) chose agree toward this item, there is no teachers (0%) chose undecided, disagree, and strongly disagree. It was indicated that all respondents chose “strongly agree and agree” or gave a positive perception toward the implementation of *Merdeka Belajar* curriculum.

Item 8 : *Sumber belajar tidak harus pada buku* (Learning resources do not have to be in books).

Table 1.9

No	Category	Frequency	Percentage
1	Strongly Agree	1	50%
2	Agree	1	50%
3	Undecided	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Frequency		2	100%

Based on the table above, it could be seen that there were 1 teachers (50%) chose strongly agree toward this item, 1 teachers (50%) chose agree toward this item, there is no teachers (0%) chose

undecided, disagree, and strongly disagree. It was indicated that all respondents chose “strongly agree and agree” or gave a positive perception toward the implementation of *Merdeka Belajar* curriculum.

Item 9 : *Peserta didik tidak dapat memberi pertanyaan/jawaban sesuai dengan kemampuan sendiri* (Students cannot give questions/answers according to their own abilities).

Table 2.0

No	Category	Frequency	Percentage
1	Strongly Agree	0	0%
2	Agree	0	0%
3	Undecided	0	0%
4	Disagree	1	50%
5	Strongly Disagree	1	50%
Frequency		2	100%

Based on the table above, it could be seen that there were no teachers (0%) chose strongly agree, agree and undecided, 1 teachers (50%) chose disagree, 1 teachers (1%) chose strongly disagree. It was indicated that all respondents chose “disagree and strongly disagree” or gave a positive perception toward the implementation of *Merdeka Belajar* curriculum.

Item 10 : *Guru bebas memilih sumber referensi yang sesuai dengan kemauan peserta didik* (Teachers are free to choose reference sources that are in accordance with the wishes of students).

Table 2.1

No	Category	Frequency	Percentage
1	Strongly Agree	1	50%
2	Agree	1	50%
3	Undecided	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Frequency		2	100%

Based on the table above, it could be seen that there were 1 teachers (50%) chose strongly agree toward this item, 1 teachers (50%) chose agree toward this item, there is no teachers (0%) chose undecided, disagree, and strongly disagree. It was indicated that all respondents chose “strongly agree and agree” or gave a positive perception toward the implementation of *Merdeka Belajar* curriculum.

Item 11 : *Peserta didik lebih baik diberi pemahaman daripada mencari pemahaman sendiri* (It is better for students to be given an understanding than to seek their own understanding).

Table 2.2

No	Category	Frequency	Percentage
1	Strongly Agree	0	0%
2	Agree	1	50%
3	Undecided	0	0%
4	Disagree	1	50%
5	Strongly Disagree	0	0%
Frequency		2	100%

Based on the table above, it can be seen that no teacher (0%) chose to strongly agree, 1 teacher (50%) chose to agree with the item, no

teacher (0%) chose to be undecided, 1 teacher chose to disagree with this item, no teacher chose to strongly disagree. It was indicated that half of the respondents chose "agree" and half of the respondents chose "disagree" or gave positive and negative perceptions of the implementation of the *Merdeka Belajar* curriculum.

Item 12 : *UN diganti dengan Asesmen Kompetensi Minimum dan Survei Karakter* (National Examination was replaced with Minimum Competency Assessment and Character Survey).

Table 2.3

No	Category	Frequency	Percentage
1	Strongly Agree	0	0%
2	Agree	2	100%
3	Undecided	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Frequency		2	100%

Based on the table above, it could be seen that there were 0 teachers (0%) chose strongly agree, 2 teachers (100%) chose agree toward this item, there is no teachers (0%) chose undecided, disagree, and strongly disagree. It was indicated that all respondents chose "agree" or gave a positive perception toward the implementation of *Merdeka Belajar* curriculum.

Item 13 : *Asesmen Kompetensi Minimum dan Survei Karakter mengganggu psikologi siswa* (Minimum Competency Assessment and Character Survey interfere with student psychology).

Table 2.4

No	Category	Frequency	Percentage
1	Strongly Agree	0	0%
2	Agree	0	0%
3	Undecided	1	50%
4	Disagree	1	50%
5	Strongly Disagree	0	0%
Frequency		2	100%

Based on the table above it can be seen that there were no teachers (0%) who chose to strongly agree and agree, 1 teacher (50%) chose to be unsure about the items, 1 teacher (50%) chose not to agree, no teacher (0%) vote strongly disagree. It was indicated that half of the respondents chose "undecided" and half of the respondents chose "disagree" or gave a positive perception of the implementation of the *Merdeka Belajar* curriculum.

Item 14 : *Asesmen Kompetensi Minimum dan Survei Karakter sulit untuk diterapkan* (The Minimum Competency Assessment and Character Survey are difficult to implement).

Table 2.5

No	Category	Frequency	Percentage
1	Strongly Agree	0	0%
2	Agree	0	0%
3	Undecided	1	50%
4	Disagree	1	50%
5	Strongly Disagree	0	0%
Frequency		2	100%

Based on the table above it can be seen that there were no teachers (0%) who chose to strongly agree and agree, 1 teacher (50%) chose to be unsure about the items, 1 teacher (50%) chose not to agree, no teacher (0%) vote strongly disagree. It was indicated that half of the respondents chose "undecided" and half of the respondents chose "disagree" or gave a positive perception of the implementation of the Merdeka Belajar curriculum.

Item 15 : *USBN dijadikan standard kelulusan* (USBN is used as a graduation standard).

Table 2.6

No	Category	Frequency	Percentage
1	Strongly Agree	0	0%
2	Agree	1	50%
3	Undecided	0	0%
4	Disagree	1	50%
5	Strongly Disagree	0	0%
Frequency		2	100%

Based on the table above, it can be seen that no teacher (0%) chose to strongly agree, 1 teacher (50%) chose to agree with the item, no teacher (0%) chose to be undecided, 1 teacher chose to disagree with this item, no teacher chose to strongly disagree. It was indicated that half of the respondents chose "agree and half of the teachers chose "disagree" or gave positive and negative perceptions of the implementation of the *Merdeka Belajar* curriculum.

Item 16 : *USBN diserahkan ke sekolah membuat kualitas ujian menurun karena dianggap formalitas dalam pembuatan soal* (USBN was handed over to schools, causing the quality of exams to decline because they were considered a formality in making questions).

Table 2.7

No	Category	Frequency	Percentage
1	Strongly Agree	0	0%
2	Agree	0	0%
3	Undecided	0	0%
4	Disagree	2	100%
5	Strongly Disagree	0	0%
Frequency		2	100%

Based on the table above, it could be seen that there were no teachers (0%) chose strongly agree, agree and undecided, 2 teachers (100%) chose disagree toward this item, there is no teachers (0%) chose strongly disagree. It was indicated that all respondents chose “disagree” or gave a positive perception toward the implementation of *Merdeka Belajar* curriculum.

Item 17 : *USBN tidak hanya ujian tulis* (USBN is not just a written exam).

Table 2.8

No	Category	Frequency	Percentage
1	Strongly Agree	0	0%
2	Agree	2	100%
3	Undecided	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Frequency		2	100%

Based on the table above, it could be seen that there were 0 teachers (0%) chose strongly agree, 2 teachers (100%) chose agree toward this item, there is no teachers (0%) chose undecided, disagree, and strongly disagree. It was indicated that all respondents chose “agree” or gave a positive perception toward the implementation of *Merdeka Belajar* curriculum.

Item 18 : *RPP satu lembar meringankan beban administrasi guru* (The one sheet lesson plan eases the teacher's administrative burden).

Table 2.9

No	Category	Frequency	Percentage
1	Strongly Agree	1	50%
2	Agree	1	50%
3	Undecided	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Frequency		2	100%

Based on the table above, it could be seen that there were 1 teachers (50%) chose strongly agree toward this item, 1 teachers (50%) chose agree toward this item, there is no teachers (0%) chose undecided, disagree, and strongly disagree. It was indicated that all respondents chose “strongly agree and agree” or gave a positive perception toward the implementation of *Merdeka Belajar* curriculum.

Item 19 : *RPP satu lembar kurang rinci* (The one sheet lesson plan is less detailed).

Table 3.0

No	Category	Frequency	Percentage
1	Strongly Agree	0	0%
2	Agree	1	50%
3	Undecided	0	0%
4	Disagree	1	50%
5	Strongly Disagree	0	0%
Frequency		2	100%

Based on the table above, it can be seen that there were no teachers (0%) who chose strongly agree, 1 teacher (50%) chose to agree with this item, no teachers (0%) chose undecided, 1 teacher (50%) chose disagree with this item, no teachers choose strongly disagree. It was indicated that half of the respondents chose "agree and half of the respondents chose "disagree" or gave positive and negative perceptions of the implementation of the *Merdeka Belajar* curriculum.

Item 20 : *Guru diberi kebebasan melakukan langkah pembelajaran* (The teacher is given the freedom to do the learning steps).

Table 3.1

No	Category	Frequency	Percentage
1	Strongly Agree	1	50%
2	Agree	1	50%
3	Undecided	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Frequency		2	100%

Based on the table above, it could be seen that there were 1 teachers (50%) chose strongly agree toward this item, 1 teachers (50%)

chose agree toward this item, there is no teachers (0%) chose undecided, disagree, and strongly disagree. It was indicated that all respondents chose “strongly agree and agree” or gave a positive perception toward the implementation of *Merdeka Belajar* curriculum.

Item 21 : *Guru diberi kebebasan melakukan penilaian* (Teachers are given the freedom to make assessments).

Table 3.2

No	Category	Frequency	Percentage
1	Strongly Agree	1	50%
2	Agree	1	50%
3	Undecided	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Frequency		2	100%

Based on the table above, it could be seen that there were 1 teachers (50%) chose strongly agree toward this item, 1 teachers (50%) chose agree toward this item, there is no teachers (0%) chose undecided, disagree, and strongly disagree. It was indicated that all respondents chose “strongly agree and agree” or gave a positive perception toward the implementation of *Merdeka Belajar* curriculum.

Item 22 : *Guru kesulitan melakukan langkah pembelajaran* (The teacher has difficulty carrying out learning steps).

Table 3.3

No	Category	Frequency	Percentage
1	Strongly Agree	0	0%
2	Agree	0	0%
3	Undecided	0	0%
4	Disagree	2	100%
5	Strongly Disagree	0	0%
Frequency		2	100%

Based on the table above, it could be seen that there were no teachers (0%) chose strongly agree, agree and undecided, 2 teachers (100%) chose disagree toward this item, there is no teachers (0%) chose strongly disagree. It was indicated that all respondents chose “disagree” or gave a positive perception toward the implementation of *Merdeka Belajar* curriculum.

Item 23 : *Guru kesulitan melakukan penilaian* (Teachers have difficulty making assessments).

Table 3.4

No	Category	Frequency	Percentage
1	Strongly Agree	0	0%
2	Agree	0	0%
3	Undecided	0	0%
4	Disagree	2	100%
5	Strongly Disagree	0	0%
Frequency		2	100%

Based on the table above, it could be seen that there were no teachers (0%) chose strongly agree, agree and undecided, 2 teachers (100%) chose disagree toward this item, there is no teachers (0%)

chose strongly disagree. It was indicated that all respondents chose “disagree” or gave a positive perception toward the implementation of *Merdeka Belajar* curriculum.

Item 24 : *Kurang penyuluhan tentang Merdeka Belajar membuat guru kurang paham terhadap penerapan merdeka belajar* (Lack of counseling about Independent Learning makes teachers less aware of the application of *Merdeka Belajar*).

Table 3.5

No	Category	Frequency	Percentage
1	Strongly Agree	0	0%
2	Agree	2	100%
3	Undecided	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Frequency		2	100%

Based on the table above, it could be seen that there were 0 teachers (0%) chose strongly agree, 2 teachers (100%) chose agree toward this item, there is no teachers (0%) chose undecided, disagree, and strongly disagree. It was indicated that all respondents chose “agree” or gave a positive perception toward the implementation of *Merdeka Belajar* curriculum.

b. Result of Interview

1) The explanation of *Merdeka Belajar* curriculum.

NA gave perception about *Merdeka Belajar* curriculum. It was known by the result of interview as follows:

EXTRACT 1

“Mengenai konsep merdeka belajar sangat setuju karena sebelum guru mengadakan pembelajaran di kelas terhadap siswa-siswa terlebih dahulu guru mengadakan assesmen terhadap siswa yang akan diajar, jadi guru bisa memahami kemauan dan kemampuan pada setiap peserta didik sehingga guru punya dasar dalam mengelola pembelajaran”.

"Regarding the concept of *Merdeka Belajar*, I really agree because before the teacher conducts classroom learning for students, the teacher first conducts an assessment of the students who will be taught, so the teacher can understand the desires and abilities of each student so that the teacher has a basis for managing learning”.

Recorded on August, 18, 2023, 09.00

M gave perception about *Merdeka Belajar* curriculum. It was known by the result of interview as follows:

EXTRACT 2

“Jadi... konsep merdeka belajar untuk kurikulum 2022 2023 yang diterapkan ee mulai tahun kemarin sampai tahun ini adalah sebuah konsep kurikulum dimana kebijakan pendidikan diberikan kepada sekolah dan perintah daerah setempat”.

" So... the concept of *Merdeka Belajar* for the 2022 2023 curriculum which was implemented by ee from last year to this year is a curriculum concept where educational policies are given to schools and local regional orders.”

Recorded on August, 24, 2023, 09.00

Based on EXTRACT 1 and EXTRACT 2 it can be concluded that the first teacher believes that with the concept of *Merdeka Belajar* the teacher can understand the will and abilities of each student so that the teacher has a basis in managing learning.

while the second teacher said that the concept of *Merdeka Belajar* is a curriculum concept in which the policy is given to schools.

2) Teacher readiness with *Merdeka Belajar* curriculum.

NA stated her opinion about this

EXTRACT 3

“Ya namanya guru tetap kami siap menjalankan kurikulum merdeka dengan kesiapan itu guru harus lebih aktif, lebih pro aktif lagi didalam mempelajari mengenai kurikulum baru ini kemudian mengikuti pelatihan-pelatihan dan belajar dari media”.

Our permanent teachers are ready to implement the *Merdeka Belajar* curriculum. With this readiness, teachers must be more active, more proactive in learning about this new curriculum, then taking part in training and learning from the media.

Recorded on August, 18, 2023, 09.00

Beside, M stated another opinion.

EXTRACT 4

“Saya kira sebagai guru itu harus tetap selalu siap karena masalah kurikulum merdeka belajar ini kan sama saja seperti kurikulum-kurikulum sebelumnya hanya dikembangkan sesuai dengan potensi siswa dan daerah masing-masing”.

I think as a teacher you must always be ready because the problem with the *Merdeka Belajar* curriculum is the same as previous curricula, only developed according to the potential of each student and region.

Recorded on August, 24, 2023, 09.00

Based on EXTRACT 3 and EXTRACT 4, it can be concluded that the two teachers are ready to implement the *Merdeka Belajar* curriculum.

3) The explanation of steps in implementing the *Merdeka Belajar* curriculum

NA gave explanation of steps in implementing the *Merdeka Belajar* curriculum. It was known by the result of interview as follows:

EXTRACT 5

“Tentunya langkah pertama mengadakan assesmen sebelum mengajar supaya kita ketahui kemampuan dan minat siswa yang akan kita ajar, selanjutnya kita membuat rencana pengajaran, dalam rencana pengajaran itu tentunya berdasarkan dari assesmen yang kita buat dipadukan dengan kurikulum yang ada sehingga didalam pembuatan rpp itu agak maksimal mendekati suatu kemampuan-kemampaun siswa tersebut karena sebelumnya ada assesmen yang kita lakukan, kemudian selanjutnya perangkat-perangkatnya kita harus selesaikan, dan pada akhir daripada pembelajaran tersebut kita adakan evaluasi”.

"Of course, the first step is to carry out an assessment before teaching so that we know the abilities and interests of the students we will teach, then we make a teaching plan. In the teaching plan, of course, it is based on the assessment that we make combined with the existing curriculum so that in making the lesson plan it is almost maximally close to a students' abilities because previously we carried out an assessment, then we had to complete the tools, and at the end of the learning we held an evaluation”.

Recorded on August, 18, 2023, 09.00

M gave explanation of steps in implementing the *Merdeka Belajar* curriculum. It was known by the result of interview as follows:

EXTRACT 6

“Untuk pelaksanaan kurikulum merdeka belajar, langkah-langkah yang telah kami lakukan adalah dengan berkolaborasi dengan guru-guru bahasa inggris dengan berbagi informasi, berbagi ilmu tentang pelaksanaan kurikulum merdeka belajar sehingga kita bisa saling berbagi ide, karena disini kan.... Artinya anak-anaknya juga sama hampir sama di Sulawesi barat, saya kira masalah-masalah yang dihadapi itu hampir sama lah di sekolah-sekolah lainnya”.

"For the implementation of the *Merdeka Belajar* curriculum, the steps we have taken are collaborating with the English-teachers by sharing information, sharing knowledge about the implementation of the *Merdeka Belajar* curriculum so that we can share ideas with each other, because here... This means that the children are almost the same in West Sulawesi, I think the problems faced are almost the same in other schools”.

Recorded on August, 24, 2023, 09.00

Based on EXTRACT 5 and EXTRACT 6, it can be concluded that the first teacher believes that the steps in implementing the *Merdeka Belajar* curriculum are carrying out an assessment before teaching and then making a lesson plan. while the second teacher said that the steps that had been taken were collaborating with teachers.

- 4) The teaching modules in the *Merdeka Belajar* curriculum.

NA gave perception about *Merdeka Belajar* curriculum. It was known by the result of interview as follows:

EXTRACT 7

“Modul pembelajaran dalam kurikulum merdeka tentu ada kelebihan dan kekurangannya saya kira tidak ada yang benar-benar sempurna mengenai modul tersebut ada yang kaku ada yang bisa jalan dengan baik pembelajaran setelah kita aplikasikan dalam kelas”.

“Learning modules in the *Merdeka Belajar* curriculum certainly have advantages and disadvantages. I don't think there is anything really perfect about these modules, some are rigid, some can go well, after we apply them in class”.

Recorded on August, 18, 2023, 09.00

M gave perception about *Merdeka Belajar* curriculum. It was known by the result of interview as follows:

EXTRACT 8

“Kalau modul ajar kan tentang rencana pelaksanaan pembelajaran yang akan kita lakukan, kalau kurikulum sebelumnya kita sebut sebagai RPP yah, jadi saya kira yang perlu kita lakukan adalah ee ... sebelum membuat modul ajar kita.... Mengevaluasi siswa dan kita membuat atau mengaplikasikan modul ajar sesuai dengan tingkat kemampuan dan gaya belajar masing-masing siswa”.

“If the teaching module is about the plan for implementing the learning that we will carry out, if the previous curriculum we called it a lesson plan, well, so I think what we need to do is ee... before making our teaching module... Evaluate students and we create or apply teaching modules according to each student's ability level and learning style”.

Recorded on August, 24, 2023, 09.00

Based on EXTRACT 7 and EXTRACT 8, it can be concluded that the teaching module is a learner's implementation

plan, in the previous curriculum it was called lesson plans. The learning module certainly has advantages and disadvantages. Before creating a teaching module, the teacher first evaluates the students, after that applied in class.

- 5) The obstacles in the implementation of teaching modules in the *Merdeka Belajar* curriculum.

NA stated that there were obstacles in implementing the teaching module.

EXTRACT 9

“Kadang kala ada bagian modul yang sangat kaku yah tidak bisa jalan dengan maksimal kadang-kadang juga siswa apa namanya, apalagi bahasa inggris yang sangat sulit bagi siswa dan bahasa inggris, sehingga modul-modul tersebut ada juga yang bisa berjalan dengan baik setelah diaplikasikan di kelas, ketika modul itu kaku tentu kami sebagai guru berupaya semaksimal mungkin bagaimana pembelajaran itu bisa berjalan dengan baik”.

“Sometimes there are parts of the module that are very stiff and can't run optimally, sometimes what is the name of the students, especially English which is very difficult for students and English, so there are also modules that can run well after being applied in class , when the module is rigid, of course we as teachers try our best to ensure that the learning can run well”.

Recorded on August, 18, 2023, 09.00

M stated that there were obstacles in implementing the teaching module.

EXTRACT 10

“Tentu saja ada kendala sebab....Walaupun kita sudah mengkondisikan siswa ee modul ajar sesuai dengan kemampuan siswa tetapi tingkat kemampuan siswa itu juga sangat variatif, ada yang sudah sampai hampir menguasai materi, ada yang baru mulai, jadi saya kira kendalanya adalah tentang dalam pelaksanaannya yaa mungkin tidak selamanya sesuai dengan perencanaan yang kita buat, mungkin ada sedikit penekanan pada siswa-siswa yang terlambat dalam hal penyerapan ilmunya seperti itu”

“Of course there are obstacles because.... Even though we have conditioned the students, the teaching modules are in accordance with the abilities of the students, but the level of ability of the students is also very varied, some have reached almost mastered the material, some are just starting, so I think the problem is about the implementation, maybe it's not always appropriate with the planning that we make, maybe there is a little emphasis on students who are late in terms of absorbing knowledge like that”.

Recorded on August, 24, 2023, 09.00

Based on EXTRACT 9 and EXTRACT 10, it can be concluded that the two teachers had problems in implementing the teaching module, the obstacles experienced by the teachers in implementing it were that sometimes it did not comply with the plan.

- 6) The expect as a teacher from the *Merdeka Belajar* curriculum.

Teachers' expectations of the implementation of the *Merdeka Belajar* curriculum.

EXTRACT 11

“Saya kira semua guru dalam hal ini khususnya guru bahasa inggris, saya pribadi sangat mengharapkan peserta didik memiliki pengetahuan dengan baik, punya kompetensi dan skill yang baik, sehingga anak- anak didik kita ini memiliki bekal pengetahuan khususnya dalam bahasa inggris”.

“I think all teachers in this case especially English teachers, I personally really hope that students have good knowledge, have good competence and skills, so that our students have the provision of knowledge especially in English”.

NA Recorded on August, 18, 2023, 09.00

EXTRACT 12

“Yang kami harapkan sebagai guru adalah bahwa penerapan kurikulum merdeka belajar ini bisa mengakomodir kemampuan siswa yang berbeda-beda sehingga.....Ketika output siswa artinya hmmm siswa yang sudah kita ajar dengan kurikulum merdeka belajar ini kemampuan mereka tidak terlalu jompong atau jauh berbeda, itu yang kita harapkan sebab ee ini lebih interaktif dengan siswa, saya kira dan juga lebih terfokus pada kemampuan siswa tersebut daripada kurikulum-kurikulum sebelumnya yang mungkin lebih terfokus pada kemampuan guru”

“What we hope as teachers is that the implementation of this *Merdeka Belajar* curriculum can accommodate the different abilities of students so that...When student output means that the students we have taught with the *Merdeka Belajar* curriculum, their abilities are not too different or very different, that is what we hope for because this is more interactive with students, I think and is also more focused on the students' abilities than other curricula. Previously, it might have focused more on the teacher's abilities”.

M Recorded on August, 24, 2023, 09.00

Based on EXTRACT 11 and EXTRACT 12, it can be concluded that the two teachers hope that the implementation of

the *Merdeka Belajar* curriculum can accommodate different student abilities and that students have good knowledge and skills.

7) The obstacles in implementing the *Merdeka Belajar* curriculum.

The teachers obstacles in implementing the *Merdeka Belajar* curriculum.

EXTRACT 13

“Banyak sekali hambatan, hambatan yang kami hadapi itu seperti belum benar-benar memahami secara maksimal tentang tujuan dan maksud dari kurikulum merdeka itu, justru itulah yang perlu dilakukan pelatihan semaksimal mungkin terhadap guru-guru baik guru apapun yang ada di sekolah kami, khususnya juga ini dalam kaitannya guru bahasa inggris karena bahasa inggris ini perlu mengetahui secara maksimal tentang kurikulum merdeka beserta perangkat-perangkatnya”.

“There are so many obstacles, the obstacles we face are like not really fully understanding the aims and purposes of the *Merdeka* curriculum, that's precisely what needs to be done as much as possible to train teachers, both teachers in our schools, especially this one. in relation to English teachers because English language teachers need to know the maximum about the *Merdaka* curriculum and its tools”.

NA Recorded on August, 18, 2023, 09.00

EXTRACT 14

“Seperti yang tadi saya katakan tentu saja ini kan baru, kemudian konsepnya juga sementara disempurnakan jadi tidak semuanya itu berjalan sesuai dengan yang kita harapkan, mungkin secara teori baguslah tetapi dalam pelaksanaannya tentu saja eee apa namanya tantangan yang kita hadapi, contohnya seperti siswa yang selama ini kan mereka diajar di SMP itu dengan kurikulum sebelumnya itu teachers center nah sekarang akan dituntut keaktifan mereka sesuai dengan gaya belajar mereka, nah tentu saja ini akan menjadi sesuatu ee aneh, sesuatu yang tidak terlalu vamiliar dengan mereka sehingga mereka merasa ini lain tetapi insyaallah setelah berjalan beberapa bulan atau semester mereka akan beradaptasi dengan kurikulum, jadi demikian juga dengan guru selama ini kan guru misalnya kita menerangkan di depan siswa mendengarkan nah sekarang juga guru dituntut untuk aktif ee kreatif, inovatif dalam menemukan ee cara-cara pengajaran yang sesuai dengan gaya belajar siswa sehingga ini akan menjadi tugas tambahan buat guru untuk semakin belajar tentang gaya-gaya inovatif dalam mengajar”.

“As I said earlier, of course this is new, then the concept is also being refined temporarily so not everything works as we expected, maybe in theory it's good but in practice of course eh, what are the challenges we face, for example, like the students who have been They were taught in junior high school with the previous curriculum at the teachers center, so now they will be required to be active according to their learning style, well of course this will be something strange, something that is not very familiar to them so they will feel this is different but God willing, after walking in a few months or semesters they will adapt to the curriculum, so the same goes for teachers during this time, right? teachers, for example, we explain in front of students, listen, now teachers are also required to be active, creative, innovative in finding ways of teaching that suit students' learning styles. so this will be an additional task for teachers to learn more about innovative styles in teaching”.

M Recorded on August, 24, 2023, 09.00

The obstacle faced by teachers in implementing the independent curriculum is that teachers do not fully understand the aims and purposes of the curriculum.

2. Students' Perception

This part describes the level of agreement of the students with the statement items in the questionnaire given by the researcher. The score obtained from filling out the questionnaire and interview by the students illustrates how much each students' perception the implementation of the *Merdeka Belajar* curriculum. Data processing was assisted by the Microsoft Excel 2010 computer program and Likert Scale.

In general, the students in SMK Negeri 1 Majene undecided statement toward *Merdeka Belajar* curriculum. It could be seen from the average of all tables reached (64.80%). In detail, the contract in this study is the students perception of the implementation of the *Merdeka Belajar* curriculum.

a. Result of questionnaire

Item 1 : *Konsep Merdeka Belajar kurang sesuai untuk membentuk karakter Peserta didik* (The concept of *Merdeka Belajar* is not suitable for forming the character of students).

Table 3.6

No	Category	Frequency	Percentage
1	Strongly Agree	1	3%
2	Agree	9	30%
3	Undecided	9	30%
4	Disagree	10	33%
5	Strongly Disagree	1	3%
Frequency		30	100%

Based on the table above, it could be seen that there were 1 students (3%) chose strongly agree, 9 students (30%) chose agree, 9 students (30%) chose undecided, 10 students (33%) chose disagree toward this item or the concept of *Merdeka Belajar* is appropriate to shape the character of students, 1 students (3%) chose strongly disagree. It was indicated that many respondents chose disagree or gave a positive perception toward the implementation of *Merdeka Belajar* curriculum.

Item 2 : Konsep Merdeka Belajar membuat peserta didik lebih berani
(The concept of *Merdeka Belajar* makes students braver).

Table 3.7

No	Category	Frequency	Percentage
1	Strongly Agree	7	23%
2	Agree	16	53%
3	Undecided	6	20%
4	Disagree	1	3%
5	Strongly Disagree	0	0%
Frequency		30	100%

Based on the table above, it could be seen that there were 7 students (23%) chose strongly agree, 16 students (53%) chose agree toward this item or the concept of *Merdeka Belajar* makes students braver, 6 students (20%) chose undecided, 1 students (3%) chose disagree and there is no students (0%) chose strongly disagree. It was indicated that many respondents chose “agree and strongly agree” or gave a positive perception toward the implementation of *Merdeka Belajar* curriculum.

Item 3 : *Konsep Merdeka Belajar* membuat peserta didik lebih aktif
(The concept of *Merdeka Belajar* makes students more active).

Table 3.8

No	Category	Frequency	Percentage
1	Strongly Agree	6	20%
2	Agree	17	57%
3	Undecided	5	17%
4	Disagree	1	3%
5	Strongly Disagree	1	3%
Frequency		30	100%

Based on the table above, it could be seen that there were 6 students (20%) chose strongly agree, 17 students (57%) chose agree toward this item or the concept of *Merdeka Belajar* makes students active, 5 students (17%) chose undecided, 1 students (3%) chose disagree, 1 students (3%) chose strongly disagree. It was indicated that many respondents chose “agree and strongly agree” or gave a positive perception toward the implementation of *Merdeka Belajar* curriculum.

Item 4 : *Saya mengetahui apa itu Projek Penguatan Profil Pelajar Pancasila* (I know what the *Projek Penguatan Profil Pelajar Pancasila*).

Table 3.9

No	Category	Frequency	Percentage
1	Strongly Agree	5	17%
2	Agree	6	20%
3	Undecided	17	57%
4	Disagree	2	7%
5	Strongly Disagree	0	0%
Frequency		30	100%

Based on the table above, it can be seen that there were 5 students (17%) who chose to strongly agree, 6 students (20%) chose to agree, 17 students (57%) chose to be unsure about this item, 2 students (7%) chose to disagree. and no students (0%) chose strongly disagree. This shows that more respondents chose to be undecided, some respondents chose to agree, and only 2 respondents chose to disagree. Respondents gave more positive perceptions of the implementation of the Merdeka Belajar curriculum.

Item 5 : *Saya mengetahui tujuan Projek Penguatan Profil Pelajar Pancasila* (I know the purpose of the *Projek Penguatan Profil Pelajar Pancasila*).

Table 4.0

No	Category	Frequency	Percentage
1	Strongly Agree	4	13%
2	Agree	10	33%
3	Undecided	12	40%
4	Disagree	4	13%
5	Strongly Disagree	0	0%
Frequency		30	100%

Based on the table above, it can be seen that there were 4 students (13%) who chose to strongly agree, 10 students (33%) chose to agree, 12 students (40%) chose to be unsure about this item, 4 students (13%) chose to disagree. and no students (0%) chose to strongly disagree. This shows that almost all respondents chose to agree and

undecided, or gave a positive perception of the implementation of the *Merdeka Belajar* curriculum.

Item 6 : *Saya tidak pernah melakukan kegiatan kokurikuler terhadap Projek Penguatan Profil Pelajar Pancasila* (I have never carried out co-curricular activities for the *Projek Penguatan Profil Pelajar Pancasila*).

Table 4.1

No	Category	Frequency	Percentage
1	Strongly Agree	3	10%
2	Agree	5	17%
3	Undecided	14	47%
4	Disagree	8	27%
5	Strongly Disagree	0	0%
Frequency		30	100%

Based on the table above, it can be seen that there were 3 students (10%) who chose to strongly agree, 5 students (17%) chose to agree, 14 students (47%) chose to undecided about this item, 8 students (27%) chose to disagree. and no students (0%) chose to strongly disagree. This shows that more respondents chose to be undecided, 27% of respondents chose to agree and 27% of respondents chose to disagree. So respondents gave balanced responses between agree and disagree with the implementation of the *Merdeka Belajar* curriculum.

Item 7 : *Yang saya pelajari di sekolah berhubungan dengan kontekstual dan pengalaman saya* (What I learn in school relates to my context and experience).

Table 4.2

No	Category	Frequency	Percentage
1	Strongly Agree	4	13%
2	Agree	13	43%
3	Undecided	10	33%
4	Disagree	3	10%
5	Strongly Disagree	0	0%
Frequency		30	100%

Based on the table above it can be seen that there were 4 students (13%) who chose to strongly agree, 13 students (43%) chose to agree with the item, 10 students (33%) chose to be undecided, 3 students (10%) chose to disagree and no students (0%) chose strongly disagree. This shows that almost half of the respondents chose to agree, and the other half chose to undecided or gave a positive perception of the implementation of the *Merdeka Belajar* curriculum.

Item 8 : *Pembelajaran tidak terpusat pada peserta didik* (Learning is not centered on students).

Table 4.3

No	Category	Frequency	Percentage
1	Strongly Agree	2	7%
2	Agree	6	20%
3	Undecided	5	17%
4	Disagree	15	50%
5	Strongly Disagree	2	7%
Frequency		30	100%

Based on the table above, it could be seen that there were 2 students (7%) chose strongly agree, 6 students (20%) chose agree, 5

students (17%) chose undecided, 15 students (50%) chose disagree toward this item or learning is centered on students, 2 students (7%) chose strongly disagree. It was indicated that many respondents chose “disagree” or gave a positive perception toward the implementation of *Merdeka Belajar* curriculum.

Item 9: *Pembelajaran dilakukan di luar kelas atau sekolah* (Learning is done outside the classroom or school).

Table 4.4

No	Category	Frequency	Percentage
1	Strongly Agree	6	20%
2	Agree	9	30%
3	Undecided	6	20%
4	Disagree	4	13%
5	Strongly Disagree	5	17%
Frequency		30	100%

Based on the table above, it could be seen that there were 6 students (20%) chose strongly agree, 9 students (30%) chose agree toward this item or Learning is done outside the classroom or school, 6 students (20%) chose undecided, 4 students (13%) chose disagree, 5 students (17%) chose strongly disagree. It was indicated that many respondents chose “agree, strongly agree and undecided” or gave a positive perception toward the implementation of *Merdeka Belajar* curriculum.

Item 10 : *Guru dan peserta didik berkolaborasi menciptakan suasana belajar yang nyaman* (Teachers and students collaborate to create a comfortable learning atmosphere).

Table 4.5

No	Category	Frequency	Percentage
1	Strongly Agree	16	53%
2	Agree	13	43%
3	Undecided	1	3%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Frequency		30	100%

Based on the table above, it could be seen that there were 16 students (53%) chose strongly agree toward this item or teachers and students collaborate to create a comfortable learning atmosphere, 13 students (43%) chose agree, 1 students (3%) chose undecided, there is no students (0%) chose disagree and there is no students (0%) chose strongly disagree. It was indicated that almost all respondents chose “strongly agree and agree” or gave a positive perception toward the implementation of *Merdeka Belajar* curriculum.

Item 11 : *Sumber belajar tidak harus pada buku* (Learning resources do not have to be in books).

Table 4.6

No	Category	Frequency	Percentage
1	Strongly Agree	8	27%
2	Agree	10	33%
3	Undecided	4	13%
4	Disagree	7	23%
5	Strongly Disagree	1	3%
Frequency		30	100%

Based on the table above, it could be seen that there were 8 students (27%) chose strongly agree, 10 students (33%) chose agree toward this item or learning resources do not have to be in books, 4 students (13%) chose undecided, 7 students (23%) chose disagree, 1 students (3%) chose strongly disagree. It was indicated that half of the respondents chose "agree and strongly agree", the other half chose "disagree, undecided and strongly disagree" or gave a positive and negative perception of the implementation of the *Merdeka Belajar* curriculum.

Item 12 : *Peserta didik tidak bebas memilih sumber referensi yang sesuai dengan kemauannya* (Students are not free to choose reference sources according to their wishes)

Table 4.7

No	Category	Frequency	Percentage
1	Strongly Agree	6	20%
2	Agree	8	27%
3	Undecided	7	23%
4	Disagree	7	23%
5	Strongly Disagree	2	7%
Frequency		30	100%

Based on the table above, it can be seen that 6 students (20%) chose to strongly agree, 8 students (27%) chose to agree with the item, 7 students (23%) chose undecided, 7 students (23%) chose not to agree, 2 students (7%) chose to strongly disagree. This shows that 47% of respondents chose to agree, 30% of respondents chose to disagree, and 23% of respondents chose to undecided or gave an almost balanced perception of the implementation of the *Merdeka Belajar* curriculum.

Item 13 : *Kurangnya ajaran tentang Proyek Penguatan Profil Pelajar Pancasila membuat peserta didik kurang paham terhadap pelaksanaannya* (The lack of teachings about the *Proyek Penguatan Profil Pelajar Pancasila* makes students less aware of its implementation).

Table 4.8

No	Category	Frequency	Percentage
1	Strongly Agree	3	10%
2	Agree	10	33%
3	Undecided	8	27%
4	Disagree	7	23%
5	Strongly Disagree	2	7%
Frequency		30	100%

Based on the table above, it can be seen that there were 3 students (10%) who chose to strongly agree, 10 students (33%) chose to agree with the item, 8 students (27%) chose to undecided, 7 students (23%)

chose to disagree, 2 students (7%) chose to strongly disagree. This shows that more respondents choose to agree, or give a negative perception of the implementation of the *Merdeka Belajar* curriculum.

Item 14 : *Pembelajaran tidak terpusat pada peserta didik membuat peserta tidak berkarakter* (Learning that is not centered on students makes students characterless).

Table 4.9

No	Category	Frequency	Percentage
1	Strongly Agree	3	10%
2	Agree	8	27%
3	Undecided	7	23%
4	Disagree	11	37%
5	Strongly Disagree	1	3%
Frequency		30	100%

Based on the table above it can be seen that there were 3 students (10%) who chose to strongly agree, 8 students (27%) chose to agree, 7 students (23%) chose to be undecided, 11 students (37%) chose to disagree with the statement , 1 student (3%) chose strongly disagree. It is indicated that more respondents chose to disagree or give a positive perception of the implementation of the *Merdeka Belajar* curriculum.

Item 15 : *Pembelajaran di luar kelas/sekolah membuat peserta didik lebih susah dikondisikan* (Learning outside the classroom/school makes students more difficult to condition).

Table 5.0

No	Category	Frequency	Percentage
1	Strongly Agree	3	10%
2	Agree	7	23%
3	Undecided	5	17%
4	Disagree	10	33%
5	Strongly Disagree	5	17%
Frequency		30	100%

Based on the table above, it can be seen that there were 3 students (10%) who chose strongly agree, 7 students (23%) chose to agree, 5 students (17%) chose to undecided, 10 students (33%) chose to disagree with the statement, 5 students (17%) chose strongly disagree. It was indicated that almost half of the respondents chose to disagree or give a positive perception of the implementation of the *Merdeka Belajar* curriculum.

Item 16 : *Peserta didik tidak dapat menyesuaikan diri dalam memahami materi* (Students cannot adjust themselves in understanding the material).

Table 5.1

No	Category	Frequency	Percentage
1	Strongly Agree	5	17%
2	Agree	7	23%
3	Undecided	9	30%
4	Disagree	6	20%
5	Strongly Disagree	3	10%
Frequency		30	100%

Based on the table above, it can be seen that 5 students (17%) chose to strongly agree, 7 students (23%) chose to agree, 9 students (30%) chose to undecided about this item, 6 students (20%) chose to disagree, 3 students (10%) chose to strongly disagree. This shows that more respondents chose to agree, 30% of respondents chose to undecided and 30% of respondents chose to disagree. so the answers of undecided and disagree are balanced.

Item 17 : *Peserta didik tidak bergairah mencari ide baru sesuai bidang yang ditekuni* (Students are not passionate about looking for new ideas according to the field they are occupied).

Table 5.2

No	Category	Frequency	Percentage
1	Strongly Agree	6	20%
2	Agree	3	10%
3	Undecided	7	23%
4	Disagree	14	47%
5	Strongly Disagree	0	0%
Frequency		30	100%

Based on the table above, it can be seen that there are 6 students (20%) chose to strongly agree, 3 students (10%) chose to agree, 7 students (23%) chose to undecided, 14 students (47%) chose to disagree with the statement and no students (0%) chose strongly disagree. It is indicated that many respondents chose to disagree rather than agree or give a positive perception of the implementation of the *Merdeka Belajar* curriculum.

Item 18 : *Projek Penguatan Profil Pelajar Pancasila tidak memberikan kesempatan peserta didik untuk mendalami pelajaran yang diambil (Projek Penguatan Profil Pelajar Pancasila does not give students the opportunity to explore the lessons learned).*

Table 5.3

No	Category	Frequency	Percentage
1	Strongly Agree	3	10%
2	Agree	7	23%
3	Undecided	11	37%
4	Disagree	8	27%
5	Strongly Disagree	1	3%
Frequency		30	100%

Based on the table above, it can be seen that there were 3 students (10%) who chose to strongly agree, 7 students (23%) chose to agree, 11 students (37%) chose to undecided about this item, 8 students (27%) chose to disagree. , 1 student (3%) chose to strongly disagree. This shows that more respondents choose to undecided, 33% of respondents choose to agree and 30% of respondents choose to disagree or give positive and negative perceptions of the implementation of the Merdeka Belajar curriculum

Item 19: *Pembelajaran berbasis projek yang bertujuan mengembangkan soft skill serta karakter sesuai profil pelajar pancasila (Project-based learning that aims to develop soft skills and character according to the Profil Pelajar Pancasila).*

Table 5.4

No	Category	Frequency	Percentage
1	Strongly Agree	7	23%
2	Agree	10	33%
3	Undecided	13	43%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Frequency		30	100%

Based on the table above, it can be seen that there were 7 students (23%) who chose strongly agree, 10 students (33%) chose agree, 13 students (43%) chose to undecided about this item, no students (0%) chose no agree and no students (0%) chose to strongly disagree. This shows that half of the respondents chose to agree and some of the respondents chose to undecided, no respondents chose to disagree. so the respondents gave a positive perception of the implementation of the *Merdeka Belajar* curriculum.

Item 20 : *Membebaskan peserta didik untuk mencapai hasil belajar yang baik diakademik atau non akademik* (Freeing students to achieve good learning outcomes in academic or non-academic).

Table 5.5

No	Category	Frequency	Percentage
1	Strongly Agree	10	33%
2	Agree	13	43%
3	Undecided	5	17%
4	Disagree	1	3%
5	Strongly Disagree	1	3%
Frequency		30	100%

Based on the table above, it could be seen that there were 10 students (33%) chose strongly agree, 13 students (43%) chose agree toward this item, 5 students (17%) chose undecided, 1 students (3%) chose disagree, 1 students (3%) chose strongly disagree. It was indicated that almost half of the respondents chose “agree and strongly agree” or gave a positive perception toward the implementation of *Merdeka Belajar* curriculum.

Based on the questionnaire result above, it could be concluded that the students in SMK Negeri 1 Majene had various perceptions in every statement in the questionnaire. Then, they had tendency choose “strongly agree and agree” when the school implemented *Merdeka Belajar* curriculum. Ortherwise they preferred to choose “undecided, disagree, and strongly disagree” when the school implemented *Merdeka Belajar* curriculum. So they had balance perceptions to the statements. It also could be seen the average from all the tables reached (64.80%), which they were categorized as undecided with *Merdeka Belajar* curriculum. Hence, they had undecided the students perceptions toward the implementation of *Merdeka Belajar*.

B. Discussion

Based on the result of research conducted on August 2023 at SMK Negeri 1 Majene, it can be seen that there were various of students’ and English teachers’ perceptions that had given through questionnaire and interview process.

The researcher gave questionnaire to the students and teachers to find out their perception toward the implementation of *Merdeka Belajar* in SMK Negeri 1 Majene. Based on the result, the students was categorized as undecided toward the implementation of *Merdeka Belajar*. It was proven by questionnaire result reached percentage 64.80%, and it was categorized as undecided based on score category of the questionnaire in Likert Scale. Based on the result, the teachers was categorized as agree toward the implementation of *Merdeka Belajar*. It was proven by questionnaire result reached percentage 79.17%, and it was categorized as interested based on score category of the questionnaire in Likert Scale. Then the questionnaire result was supported by interview process.

The results of the teacher interview provide a statement that the teacher agrees and is ready to implement the *Merdeka Belajar* curriculum. If the results of the questionnaire disagree, it means that the teacher's statement is definitely not ready. Therefore, English teachers' perceptions of the implementation of *Merdeka Belajar* provide a positive perception.

The researcher concluded that the teachers had positive perception toward the implementation of *Merdeka Belajar* curriculum or they had agree perceptions. The researcher concluded that the students had undecidid perception toward the implementation of *Merdeka Belajar* curriculum.

It is almost related with the previous research "*Persepsi Guru Pendidikan Agama Islam Tentang Kebijakan Merdeka Belajar Di*

Madrasah Tsanawiyah Ykui Sekargadung Dukun Gresik”, a study that explains teachers' perceptions of the application of *Merdeka Belajar* is very good because applying *Merdeka Belajar* is able to support students in innovating and creating their own so as to support their own achievements. The researcher concludes that *Merdeka Belajar* is a good policy and needs to be tried because it is expected to create a fun new learning atmosphere, (Jamilatussholikhah et al, 2022).

It can be concluded that in giving perception indeed, each individual can be influenced by internal factors and external factors. This is accordance with what was stated by (Chabib, 2017). Internal factor influencing perception is the factors that come from within a person. Otherwise, external factor influencing perception is the factors originating from outside a person.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusion of the finding and suggestion. The conclusion is to summarize the findings, and suggestion is aimed to educational institutions, teacher, researcher and the readers.

A. Conclusion

Based on the research findings and discussion above, it can be concluded that all of students and teachers as respondents in this research had various perceptions toward the implementation of *Merdeka Belajar* curriculum. The researcher concluded that the students were categorized as “undecided” toward the implementation of *Merdeka Belajar* curriculum from questionnaire result. It was proven by questionnaire result reached percentage 64.80%, and it was categorized as undecided. When, the teachers were categorized as “agree” toward the implementation of *Merdeka Belajar* curriculum from questionnaire and interview result. It was proven by questionnaire result reached percentage 79.17%, and it was categorized as agree. Based on score category of the questionnaire in Likert Scale. Then in the interview result, while the result of interviews from teachers gave positive perception toward the implementation of *Merdeka Belajar* curriculum.

B. Suggestion

1. For the educational institutions

As regulators, educational institutions should consider each new learning system in any situation. Also they should conduct teacher training about this case to minimize unwanted possibilities.

2. For the teacher

As a teacher can see how developments occur in students, to follow up the learning process that must be used.

3. For the researcher

The research design of this thesis used mix-method. It recommended to other researcher to use other design. Then the result of this research is about students' and teachers' positive and negative perception. It recommended to other researcher to find out also the principal perception toward the implementation of *Merdeka Belajar* curriculum.

4. For the reader

For readers, hopefully it can add knowledge insights related to the *Merdeka Belajar* curriculum.

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APPENDIX

APPENDIX 1 Surat Izin Penelitian

 **PEMERINTAH KABUPATEN MAJENE**
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
(DPM-PTSP)
Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar 

IZIN PENELITIAN
Nomor : 326/IP/DPM-PTSP/MM/VII/2023

Berdasarkan Peraturan Bupati nomor : 28 Tahun 2021 tentang Pendelegasian Penyelenggaraan Perizinan dan Non Perizinan Pada Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu, Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/344/VII/2023 Tanggal 25 Juli 2023 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :


N a m a : NURLAILAH
Pekerjaan : Mahasiswi
N I M : 10256119040
Program Study/Jurusan : S1 Tarbiyah dan Keguruan
Universitas : STAIN Majene
Alamat : Teppo Kel. Baru Kec. Banggae Kab. Majene

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul **“STUDENTS’ AND ENGLISH TEACHERS PERCEPTION TOWARD THE IMPLEMENTATION OF MERDEKA BELAJAR CURRICULUM AT 10TH GRADE OF SMK NEGERI 1 MAJENE”** dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 2 (dua) Exampilar cofy hasil Penelitian kepada Bupati Majene Cq. Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab. Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene
Pada Tanggal : 28-07-2023
Kepala Dinas


Ni NIES HIRAWATI THAHIR, S.Sos, M.Adm.Pemb.
Pangkat Pembina Utama Muda
Nip. 196809281992032011

APPENDIX 2 Surat keterangan validasi ahli

SURAT KETERANGAN VALIDASI

Yang bertandatangan di bawah ini :

Nama : Achmad Taqlidul Chair Fachruddin, S.Pd., M.Pd.

Instansi : STAIN MAJENE

Jabatan : Dosen

Telah membaca instrumen penelitian berupa lembar angket dan wawancara yang akan digunakan dalam penelitian proposal dengan judul "Students' and English Teachers' Perception Toward The Implementation of Merdeka Belajar Curriculum at 10th Grade of SMK Negeri 1 Majene" oleh peneliti :

Nama : Nurlailah

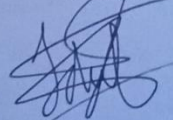
NIM : 10256119040

Program Studi : Tadris Bahasa Inggris

Setelah memperhatikan instrumen yang dibuat, maka masukan untuk instrumen tersebut adalah :

Majene, 13 Juli 2023

Validator



Achmad Taqlidul Chair Fachruddin, S.Pd., M.Pd.

Nip. 198411122019031007

APPENDIX 3 Questionnaire of Teachers

Keterangan :

- SS : Sangat Setuju
- S : Setuju
- R : Ragu-ragu
- TS : Tidak Setuju
- STS : Sangat Tidak Setuju

NO	PERTANYAAN	JAWABAN				
		SS	S	R	TS	STS
1	Konsep Merdeka Belajar tidak baik untuk tumbuh kembang peserta didik					
2	Konsep Merdeka Belajar membuat Peserta didik lebih berani					
3	Konsep Merdeka Belajar kurang sesuai untuk membentuk karakter Peserta didik					
4	Konsep Merdeka Belajar membuat Peserta didik lebih aktif					
5	Pembelajaran terpusat pada guru					
6	Pembelajaran dilakukan di luar kelas/sekolah					
7	Guru dan peserta didik berkolaborasi					

	menciptakan suasana belajar yang nyaman					
8	Sumber belajar tidak harus pada buku					
9	Peserta didik tidak dapat memberi pertanyaan/jawaban sesuai dengan kemampuan sendiri					
10	Guru bebas memilih sumber referensi yang sesuai dengan kemauan peserta didik.					
11	Peserta didik lebih baik diberi pemahaman daripada mencari pemahaman sendiri					
12	UN diganti dengan Asesmen Kompetensi Minimum dan Survei Karakter					
13	Asesmen Kompetensi Minimum dan Survei Karakter mengganggu psikologi siswa					
14	Asesmen Kompetensi Minimum dan Survei Karakter sulit untuk diterapkan					
15	USBN dijadikan standard kelulusan					
16	USBN diserahkan ke sekolah membuat					

	kualitas ujian menurun karena dianggap formalitas dalam pembuatan soal					
17	USBN tidak hanya ujian tulis					
18	RPP satu lembar meringankan beban administrasi guru					
19	RPP satu lembar kurang rinci					
20	Guru diberi kebebasan melakukan langkah pembelajaran					
21	Guru diberi kebebasan melakukan penilaian					
22	Guru kesulitan melakukan langkah pembelajaran					
23	Guru kesulitan melakukan penilaian					
24	Kurang penyuluhan tentang Merdeka Belajar membuat guru kurang paham terhadap penerapan merdeka belajar					

APPENDIX 4 Questionnaire of Students

Keterangan :

- SS : Sangat Setuju
- S : Setuju
- R : Ragu-ragu
- TS : Tidak Setuju
- STS : Sangat Tidak Setuju

NO	PERTANYAAN	JAWABAN				
		SS	S	R	TS	STS
1	Konsep Merdeka Belajar kurang sesuai untuk membentuk karakter Peserta didik					
2	Konsep Merdeka Belajar membuat peserta didik lebih berani					
3	Konsep Merdeka Belajar membuat peserta didik lebih aktif					
4	Saya mengetahui apa itu Projek Penguatan Profil Pelajar Pancasila					
5	Saya mengetahui tujuan Projek Penguatan Profil Pelajar Pancasila					
6	Saya tidak pernah melakukan kegiatan kokurikuler terhadap Projek Penguatan					

	Profil Pelajar Pancasila					
7	Yang saya pelajari di sekolah berhubungan dengan kontekstual dan pengalaman saya					
8	Pembelajaran tidak terpusat pada peserta didik					
9	Pembelajaran dilakukan di luar kelas/sekolah					
10	Guru dan peserta didik berkolaborasi menciptakan suasana belajar yang nyaman					
11	Sumber belajar tidak harus pada buku					
12	Peserta didik tidak bebas memilih sumber referensi yang sesuai dengan kemauannya					
13	Kurangnya ajaran tentang Projek Penguatan Profil Pelajar Pancasila membuat peserta didik kurang paham terhadap pelaksanaannya					
14	Pembelajaran tidak terpusat pada peserta didik membuat peserta tidak berkarakter					
15	Pembelajaran di luar kelas/sekolah membuat peserta didik lebih susah					

	dikondisikan					
16	Peserta didik tidak dapat menyesuaikan diri dalam memahami materi					
17	Peserta didik tidak bergairah mencari ide baru sesuai bidang yang ditekuni					
18	Projek Penguatan Profil Pelajar Pancasila tidak memberikan kesempatan peserta didik untuk mendalami pelajaran yang diambil					
19	Pembelajaran berbasis proyek yang bertujuan mengembangkan soft skill serta karakter sesuai profil pelajar pancasila					
20	Membebaskan peserta didik untuk mencapai hasil belajar yang baik diakademik atau non akademik					

APPENDIX 5 Instrument Wawancara of Teacher

No	Pertanyaan	Keterangan
1	Bagaimana persepsi bapak/ibu tentang konsep merdeka belajar ?	
2	Dari mana atau dari siapa bapak/ibu mengetahui tentang kebijakan merdeka belajar?	
3	Bagaimana kesiapan bapak/ibu dengan adanya kurikulum merdeka belajar?	
4	Langkah-langkah apa saja yang disiapkan oleh bapak/ibu dalam pelaksanaan kurikulum merdeka belajar ?	
5	Bagaimana persepsi bapak/ibu tentang modul ajar dalam kurikulum merdeka belajar?	
6	Apa kendala bapak/ibu dalam pelaksanaan modul ajar dalam pelaksanaan kurikulum merdeka belajar?	
7	Apa yang diharapkan bapak/ibu sebagai guru dari kebijakan kurikulum merdeka belajar?	
8	Setuju atau tidak bapak/ibu dengan adanya kebijakan kurikulum merdeka belajar?	
9	Apa saja hambatan bapak/ibu dalam pelaksanaan kurikulum merdeka belajar ?	

APPENDIX 6 Hasil Kuesioner Guru Bahasa Inggris

Name	Indikator																								JUMLAH	SKOR M.AKS	PERCENTAGE	AVERAGE
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24				
Nur Adil	4	4	4	4	4	4	4	4	4	4	2	4	3	3	4	4	4	4	4	4	4	4	4	2	90	120	7500%	7917%
Masjar	5	4	5	4	5	4	5	5	5	5	4	4	4	4	2	4	4	5	2	5	5	4	4	2	100	120	8333%	

APPENDIX 7 Hasil Kuesioner Peserta Didik

Nama	INDIKATOR																				JUMLAH	SKOR M.AKS	PERCENTAGE	AVERAGE	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20					
Nur Iahman'Abdullah	3	4	4	4	5	3	3	1	3	5	1	5	2	3	4	5	1	1	4	5	66	100	6600%	6480%	
Nur Indah	3	3	4	3	3	3	2	2	4	4	2	2	3	4	4	3	4	5	4	4	66	100	6600%		
Reski Aulia	2	4	4	5	5	2	1	4	2	5	1	2	2	1	4	1	4	2	4	4	59	100	5900%		
ANN JRUL QALBI	2	4	4	4	4	2	2	2	4	5	2	2	2	2	2	2	4	4	4	5	62	100	6200%		
Khairunniz	4	4	4	4	4	4	2	4	4	5	2	4	2	2	4	4	4	4	2	4	5	72	100		7200%
Husrah	3	3	3	3	3	3	2	1	1	4	4	4	5	5	5	5	3	3	3	3	60	100	6000%		
Nurma	2	4	4	3	4	4	3	3	1	4	3	4	3	3	2	1	3	3	3	3	64	100	6400%		
Gita syahbani	3	3	3	3	3	3	3	3	3	4	5	2	5	2	2	3	2	4	3	3	5	64	100		6400%
Cantik Mutiara	3	3	3	3	3	3	3	2	5	5	2	5	2	5	2	2	3	2	4	3	5	64	100		6400%
NAD A	4	4	4	2	2	4	2	2	2	4	4	2	4	4	5	4	4	4	4	4	4	69	100		6900%
Nur nalla	3	4	4	3	3	3	3	2	3	4	3	3	3	4	4	3	3	3	3	3	64	100	6400%		
Fakhrah.sudirman	5	2	1	5	2	4	4	4	3	3	5	1	5	3	2	5	2	4	5	1	66	100	6600%		
Nuryinda	3	4	4	3	3	2	3	2	4	4	4	2	3	2	2	3	2	3	4	5	59	100	5900%		
Nuridia	2	4	4	4	4	1	1	2	5	5	1	2	1	4	4	4	4	4	5	5	67	100	6700%		
Nurvidya	4	5	4	4	5	4	2	2	1	5	2	3	4	3	2	4	4	2	5	4	69	100	6900%		
Tri Wulan	4	5	5	3	4	4	4	2	5	5	1	5	2	4	4	4	2	4	3	4	74	100	7400%		
St Rahmah Azzahra	4	3	2	4	4	4	2	5	5	5	1	5	1	1	1	1	1	1	5	4	59	100	5900%		
NUR AFNI	3	3	4	3	3	3	2	2	2	4	4	4	3	4	2	3	3	3	3	3	61	100	6100%		
Ainu Nisa'	3	5	5	5	5	1	1	5	5	5	1	5	1	1	1	1	1	1	5	5	60	100	6000%		
Suci Amalia	2	5	4	3	3	3	2	4	4	4	1	2	2	2	4	2	2	2	4	4	59	100	5900%		
Manika	4	5	5	3	3	3	2	2	3	5	3	4	4	4	5	4	4	4	4	5	66	100	6600%		
Jarnati	2	4	5	5	3	1	3	2	4	4	2	1	3	3	4	3	4	4	4	5	69	100	6900%		
Nandia Nur	4	4	4	4	4	2	3	2	5	5	1	4	2	4	4	3	4	2	3	5	69	100	6900%		
Putri agre tasya	2	4	4	3	4	3	2	4	3	4	4	3	4	2	3	2	4	2	3	2	62	100	6200%		
Salwa	4	5	5	3	4	2	2	2	3	5	3	3	4	3	3	3	3	3	3	4	63	100	6300%		
Irma	4	4	4	3	2	3	3	3	4	4	2	2	3	3	2	2	2	3	3	5	61	100	6100%		
Al arcia alanis aprila	3	4	3	2	3	3	4	4	1	4	2	4	4	2	2	3	3	3	4	5	58	100	5800%		
Mutmainns	4	4	3	3	4	4	1	3	4	5	2	3	3	2	1	1	1	3	3	4	70	100	7000%		
Nur alvya	2	4	5	3	3	3	3	2	4	5	4	3	4	4	5	3	1	3	5	4	70	100	7000%		
Ayu az zahra	2	5	4	3	2	3	3	2	1	4	4	3	4	4	5	3	1	3	5	3	64	100	6400%		

APPENDIX 8 Hasil Wawancara Guru Bahasa Inggris

Nama Responden		NA
Jabatan		Guru Bahasa Inggris
Tanggal Pelaksanaan		18 Agustus 2023
NO	Pertanyaan	Keterangan
1	Bagaimana persepsi bapak/ibu tentang konsep merdeka belajar ?	Mengenai konsep merdeka belajar sangat setuju karena sebelum guru mengadakan pembelajaran di kelas terhadap siswa-siswa terlebih dahulu guru mengadakan assesmen terhadap siswa yang akan diajar, jadi guru bisa memahami kemauan dan kemampuan pada setiap peserta didik sehingga guru punya dasar dalam mengelola pembelajaran.
2	Dari mana atau dari siapa bapak/ibu mengetahui tentang kebijakan merdeka belajar?	Untuk hal tersebut kita ketahui dari kementerian pendidikan dan kebudayaan pusat terkait dengan dinas pendidikan provinsi dan terutama juga melalui media internet seperti google dan lain-lain sebgainnya.
3	Bagaimana kesiapan bapak/ibu dengan adanya kurikulum merdeka belajar?	Ya namanya guru tetap kami siap menjalankan kurikulum merdeka dengan kesiapan itu guru harus lebih aktif, lebih pro aktif lagi didalam mempelajari mengenai kurikulum baru ini kemudian mengikuti pelatihan-pelatihan dan belajar dari media
4	Langkah-langkah apa saja yang disiapkan oleh bapak/ibu dalam pelaksanaan kurikulum merdeka belajar ?	Tentunya langkah pertama mengadakan assesmen sebelum mengajar supaya kita ketahui kemampuan dan minat siswa yang akan kita ajar, selanjutnya kita membuat rencana pengajaran, dalam rencana pengajaran itu tentunya berdasarkan dari assesmen yang kita buat dipadukan dengan kurikulum yang ada sehingga didalam pembuatan rpp itu agak maksimal

		mendekati suatu kemampuan-kemampuan siswa tersebut karena sebelumnya ada assesmen yang kita lakukan, kemudian selanjutnya perangkat-perangkatnya kita harus selesaikan, dan pada akhir daripada pembelajaran tersebut kita adakan evaluasi
5	Bagaimana persepsi bapak/ibu tentang modul ajar dalam kurikulum merdeka belajar?	Modul ajar dalam kurikulum merdeka tentu ada kelebihan dan kekurangannya saya kira tidak ada yang benar-benar sempurna mengenai modul tersebut ada yang kaku ada yang bisa jalan dengan baik pembelajaran setelah kita aplikasikan dalam kelas
6	Apa kendala bapak/ibu dalam pelaksanaan modul ajar dalam pelaksanaan kurikulum merdeka belajar?	Kadang kala ada bagian modul yang sangat kaku yah tidak bisa jalan dengan maksimal kadang-kadang juga siswa apa namanya, apalagi bahasa inggris yang sangat sulit bagi siswa dan bahasa inggris, sehingga modul-modul tersebut ada juga yang bisa berjalan dengan baik setelah diaplikasikan di kelas, ketika modul itu kaku tentu kami sebagai guru berupaya semaksimal mungkin bagaimana pembelajaran itu bisa berjalan dengan baik
7	Apa yang diharapkan bapak/ibu sebagai guru dari kebijakan kurikulum merdeka belajar?	Saya kira semua guru dalam hal ini khususnya guru bahasa inggris, saya pribadi sangat mengharapkan peserta didik memiliki pengetahuan dengan baik, punya kompetensi dan skill yang baik, sehingga anak- anak didik kita ini memiliki bekal pengetahuan khususnya dalam bahasa inggris
8	Setuju atau tidak bapak/ibu dengan adanya kebijakan kurikulum merdeka belajar?	Setuju, karena kenapa saya katakan setuju itulah yang menarik disini ada assesmennya sebelum kita mengajar dikelas, jadi kita bisa mengatakan

		kemampuan-kemampuan siswa terutama minat siswa apa-apa yang harus dipelajari didalam kelas, sehingga dalam hal ini dikatakan bahwa kurikulum merdeka kita tidak terlalu terkait dengan aturan yang kaku selama ini seperti kurikulum sebelumnya, jadi kita merdeka dalam hal ini bebas memilih bahan ajar yang memang sesuai kemampuan siswa di kelas
9	Apa saja hambatan bapak/ibu dalam pelaksanaan kurikulum merdeka belajar ?	Banyak sekali hambatan, hambatan yang kami hadapi itu seperti belum benar-benar memahami secara maksimal tentang tujuan dan maksud dari kurikulum merdeka itu, justru itulah yang perlu dilakukan pelatihan semaksimal mungkin terhadap guru-guru baik guru apapun yang ada di sekolah kami, khususnya juga ini dalam kaitannya guru bahasa inggris karena bahasa inggris ini perlu mengetahui secara maksimal tentang kurikulum merdeka beserta perangkat-perangkatnya.

Nama Responden		M
Jabatan		Guru Bahasa Inggris
Tanggal Pelaksanaan		24 Agustus 2023
NO	Pertanyaan	Keterangan
1	Bagaimana persepsi bapak/ibu tentang konsep merdeka belajar ?	Jadi... konsep merdeka belajar untuk kurikulum 2022 2023 yang diterapkan ee mulai tahun kemarin sampai tahun ini adalah sebuah konsep kurikulum dimana kebijakan pendidikan diberikan kepada sekolah dan perintah daerah setempat.
2	Dari mana atau dari siapa bapak/ibu mengetahui tentang kebijakan merdeka belajar?	Kalau.... informasi tentang kebijakan merdeka belajar itu awalnya kita dapatkan dari informasi-informasi yang beredar di social media atau dari informasi....

		Kemudian kita juga mengikuti beberapa pelatihan tentang kurikulum merdeka belajar.
3	Bagaimana kesiapan bapak/ibu dengan adanya kurikulum merdeka belajar?	Saya kira sebagai guru itu harus tetap selalu siap karena masalah kurikulum merdeka belajar ini kan sama saja seperti kurikulum-kurikulum sebelumnya hanya dikembangkan sesuai dengan potensi siswa dan daerah masing-masing.
4	Langkah-langkah apa saja yang disiapkan oleh bapak/ibu dalam pelaksanaan kurikulum merdeka belajar ?	Untuk pelaksanaan kurikulum merdeka belajar, langkah-langkah yang telah kami lakukan adalah dengan berkolaborasi dengan guru-guru serempung yang bahasa inggris dengan berbagi informasi, berbagi ilmu tentang pelaksanaan kurikulum merdeka belajar sehingga kita bisa saling berbagi ide, karena disini kan.... Artinya anak-anaknya juga sama hampir sama serempung di Sulawesi barat, saya kira masalah-masalah yang dihadapi itu hampir sama lah di sekolah-sekolah lainnya.
5	Bagaimana persepsi bapak/ibu tentang modul ajar dalam kurikulum merdeka belajar?	Kalau modul ajar kan tentang rencana pelaksanaan pembelajaran yang akan kita lakukan, kalau kurikulum sebelumnya kita sebut sebagai RPP yah, jadi saya kira yang perlu kita lakukan adalah ee ... sebelum membuat modul ajar kita.... Mengevaluasi siswa dan kita membuat atau mengaplikasikan modul ajar sesuai dengan tingkat kemampuan dan gaya belajar masing-masing siswa
6	Apa kendala bapak/ibu dalam pelaksanaan modul ajar dalam pelaksanaan kurikulum merdeka belajar?	Tentu saja ada kendala sebab.... Walaupun kita sudah mengkondisikan siswa ee modul ajar sesuai dengan kemampuan siswa tetapi tingkat kemampuan siswa itu juga sangat variatif, ada yang sudah sampai hampir

		menguasai materi, ada yang baru mulai, jadi saya kira kendalanya adalah tentang dalam pelaksanaannya yaa mungkin tidak selamanya sesuai dengan perencanaan yang kita buat, mungkin ada sedikit penekanan pada siswa-siswa yang terlambat dalam hal penyerapan ilmunya seperti itu.
7	Apa yang diharapkan bapak/ibu sebagai guru dari kebijakan kurikulum merdeka belajar?	Yang kami harapkan sebagai guru adalah bahwa penerapan kurikulum merdeka belajar ini bisa mengakomodir kemampuan siswa yang berbeda-beda sehingga.....Ketika output siswa artinya hmmm siswa yang sudah kita ajar dengan kurikulum merdeka belajar ini kemampuan mereka tidak terlalu jompong atau jauh berbeda, itu yang kita harapkan sebab ee ini lebih interaktif dengan siswa, saya kira dan juga lebih terfokus pada kemampuan siswa tersebut daripada kurikulum-kurikulum sebelumnya yang mungkin lebih terfokus pada kemampuan guru.
8	Setuju atau tidak bapak/ibu dengan adanya kebijakan kurikulum merdeka belajar?	Kalau dibilang setuju atau tidak setuju kan... tergantung juga, kita sebagai guru itu apapun yang ditetapkan oleh pemerintah ya kita tetap laksanakan, tentu saja untuk awal-awalnya banyak kendala tapi dengan berlangsungnya atau dengan kita terapkan dari mulai tahun lalu sampai ke depan insyaallah kendala-kendala yang kita alami itu akan ada juga penyelesaiannya, sehingga bahwa saya kira secara pribadi saya rasa kurikulum merdeka ini akan lebih eee merangsang keingin tahuan siswa sebab ini terpusat pada mereka bukan lagi ke guru sebagai pendidik tetapi terpusat pada peserta didik.

9	<p>Apa saja hambatan bapak/ibu dalam pelaksanaan kurikulum merdeka belajar ?</p>	<p>Seperti yang tadi saya katakan tentu saja ini kan baru, kemudian konsepnya juga sementara disempurnakan jadi tidak semuanya itu berjalan sesuai dengan yang kita harapkan, mungkin secara teori baguslah tetapi dalam pelaksanaannya tentu saja eee apa namanya tantangan yang kita hadapi, contohnya seperti siswa yang selama ini kan mereka diajar di SMP itu dengan kurikulum sebelumnya itu teachers center nah sekarang akan dituntut keaktifan mereka sesuai dengan gaya belajar mereka, nah tentu saja ini akan menjadi sesuatu ee aneh, sesuatu yang tidak terlalu familiar dengan mereka sehingga mereka merasa ini lain tetapi insyaallah setelah berjalan beberapa bulan atau semester mereka akan beradaptasi dengan kurikulum, jadi demikian juga dengan guru selama ini kan guru misalnya kita menerangkan di depan siswa mendengarkan nah sekarang juga guru dituntut untuk aktif ee kreatif, inovatif dalam menemukan ee cara-cara pengajaran yang sesuai dengan gaya belajar siswa sehingga ini akan menjadi tugas tambahan buat guru untuk semakin belajar tentang gaya-gaya inovatif dalam mengajar.</p>
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APPENDIX 9 Bukti Hasil Kuesioner

KUESIONER PERSEPSI PESERTA DIDIK KELAS X TERHADAP PENERAPAN KURIKULUM MERDEKA BELAJAR DI SMK NEGERI 1 MAJENE

Didalam angket ini terdapat 20 pertanyaan yang harus anda jawab. Berilah tanda ceklis (✓) pada jawaban yang anda anggap paling tepat dan paling sesuai dengan pengalaman anda setelah menerapkan kurikulum Merdeka Belajar.

Email *

nrindh174@gmail.com

Nama *

Nur indah

Kelas *

Busana X 5

Saya mengetahui apa itu Projek Penguatan Profil Pelajar Pancasila *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju
- Ragu-Ragu

Saya mengetahui tujuan Projek Penguatan Profil Pelajar Pancasila *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju
- Ragu-Ragu

Saya tidak pernah melakukan kegiatan kokurikuler terhadap Projek Penguatan Profil Pelajar *
Pancasila

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju
- Ragu-Ragu

Yang saya pelajari di sekolah berhubungan dengan kontekstual dan pengalaman saya *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju
- Ragu-Ragu

Pembelajaran tidak terpusat pada peserta didik *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju
- Ragu-Ragu

Pembelajaran dilakukan di luar kelas/sekolah *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju
- Ragu-Ragu

Guru dan peserta didik berkolaborasi menciptakan suasana belajar yang nyaman *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju
- Ragu-Ragu

Sumber belajar tidak harus pada buku *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju
- Ragu-Ragu

Peserta didik tidak bebas memilih sumber referensi yang sesuai dengan kemauannya *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju
- Ragu-Ragu

Kurangnya ajaran tentang Projek Penguatan Profil Pelajar Pancasila membuat peserta didik *
kurang paham terhadap pelaksanaannya

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju
- Ragu-Ragu

Pembelajaran tidak terpusat pada peserta didik membuat peserta tidak berkarakter *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju
- Ragu-Ragu

Pembelajaran di luar kelas/sekolah membuat peserta didik lebih susah dikondisikan *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju
- Ragu-Ragu

peserta didik tidak dapat menyesuaikan diri dalam memahami materi *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju
- Ragu-Ragu

Peserta didik tidak bergairah mencari ide baru sesuai bidang yang ditekuni *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju
- Ragu-Ragu

Projek Penguatan Profil Pelajar Pancasila tidak memberikan kesempatan peserta didik untuk mendalami pelajaran yang diambil *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju
- Ragu-Ragu

Pembelajaran berbasis proyek yang bertujuan mengembangkan soft skill serta karakter sesuai profil pelajar pancasila *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju
- Ragu-Ragu

Membebaskan peserta didik untuk mencapai hasil belajar yang baik di akademik atau non akademik *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju
- Ragu-Ragu

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

KUESIONER PERSEPSI GURU BAHASA INGGRIS TERHADAP PENERAPAN
KURIKULUM MERDEKA BELAJAR DI SMK NEGERI 1 MAJENE

Nama : Nur. Adil S.pd.M.pd

Jabatan : Guru Bahasa Inggris

Petunjuk pengerjaan :

Didalam angket ini terdapat 24 pertanyaan yang harus anda jawab. Berilah tanda ceklis (✓) pada jawaban yang anda anggap paling tepat dan paling sesuai dengan pengalaman anda setelah menerapkan kurikulum Merdeka Belajar.

Adapun jawaban tersebut terdiri dari :

- SS : Sangat Setuju
- S : Setuju
- R : Ragu-ragu
- TS : Tidak Setuju
- STS : Sangat Tidak Setuju

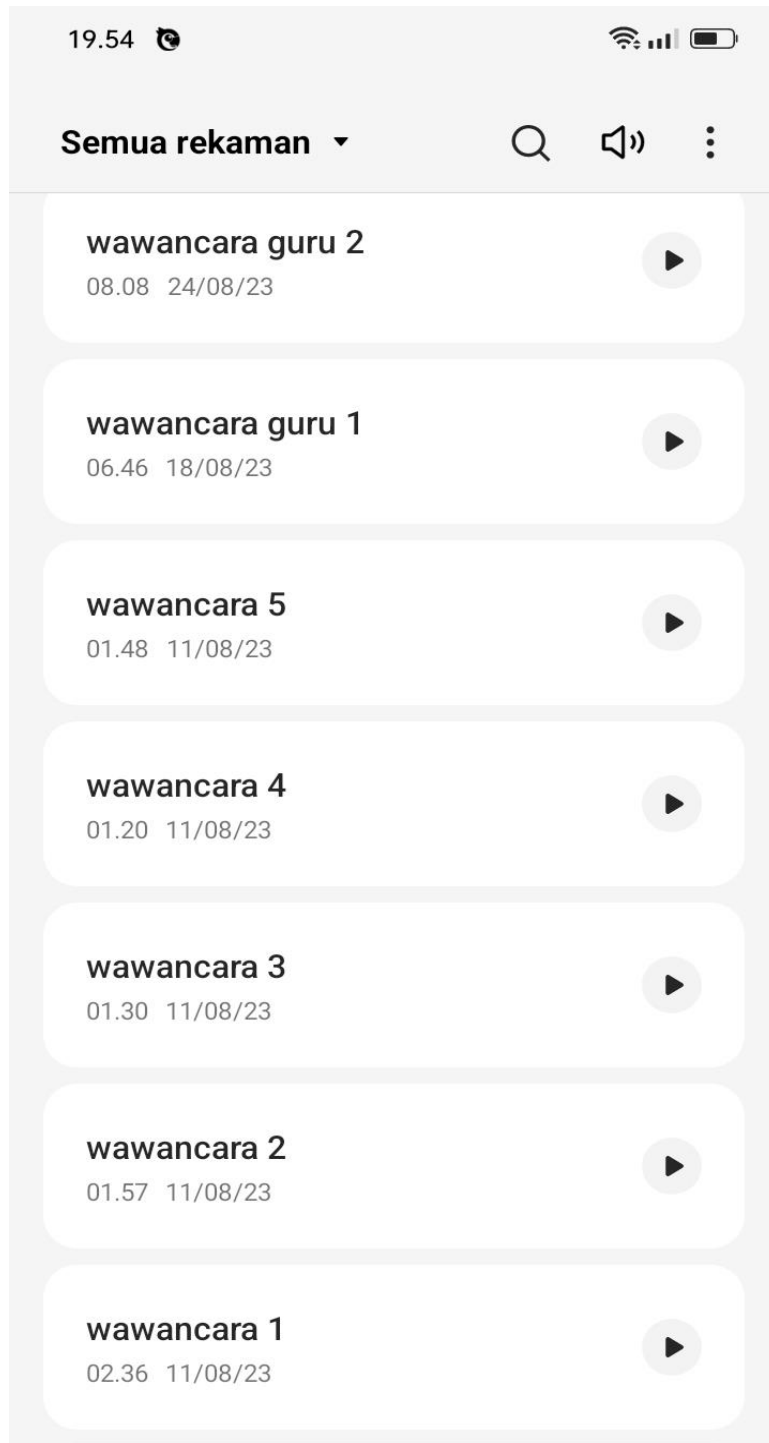
Perhatikan : Cermati setiap butir pernyataan sebelum memilih jawaban.

NO	PERTANYAAN	JAWABAN				
		SS	S	R	TS	STS
1	Konsep Merdeka Belajar tidak baik untuk tumbuh kembang peserta didik		✗		✓	
2	Konsep Merdeka Belajar membuat Peserta didik lebih berani		✓			
3	Konsep Merdeka Belajar kurang sesuai untuk membentuk karakter Peserta didik				✓	
4	Konsep Merdeka Belajar membuat Peserta					

	didik lebih aktif		✓		
5	Pembelajaran terpusat pada guru			✓	
6	Pembelajaran dilakukan di luar kelas/sekolah	✓			
7	Guru dan peserta didik berkolaborasi menciptakan suasana belajar yang nyaman	✓			
8	Sumber belajar tidak harus pada buku	✓			
9	Peserta didik tidak dapat memberi pertanyaan/jawaban sesuai dengan kemampuan sendiri			✓	
10	Guru bebas memilih sumber referensi yang sesuai dengan kemauan peserta didik.	✓			
11	Peserta didik lebih baik diberi pemahaman daripada mencari pemahaman sendiri	✓			
12	UN diganti dengan Asesmen Kompetensi Minimum dan Survei Karakter	✓			
13	Asesmen Kompetensi Minimum dan Survei Karakter mengganggu psikologi siswa			✓	
14	Asesmen Kompetensi Minimum dan Survei Karakter sulit untuk diterapkan			✓	
15	USBN dijadikan standard kelulusan	✓			

16	USBN diserahkan ke sekolah membuat kualitas ujian menurun karena dianggap formalitas dalam pembuatan soal				✓	
17	USBN tidak hanya ujian tulis		✓			
18	RPP satu lembar meringankan beban administrasi guru		✓			
19	RPP satu lembar kurang rinci				✓	
20	Guru diberi kebebasan melakukan langkah pembelajaran		✓			
21	Guru diberi kebebasan melakukan penilaian		✓			
22	Guru kesulitan melakukan langkah pembelajaran				✓	
23	Guru kesulitan melakukan penilaian				✓	
24	Kurang penyuluhan tentang Merdeka Belajar membuat guru kurang paham terhadap penerapan merdeka belajar		✓			

APPENDIX 10 Bukti Hasil Wawancara









CURRICULUM VITAE



Nurlailah was born in Majene, West Sulawesi Regency, Banggae District, on December 23, 2000. She is the first child of three children, the spouse of Mr. Jasman and Mrs. Jasmani. The researcher studied elementary school at MIS Guppi Teppo and graduated in 2013. Then she took her junior high school at SMP Negeri 3 Majene and graduated in 2016. The senior high school was obtained at SMA Negeri 1 Majene majoring social science until its completion in 2019.

In 2019, the researcher took a part in the selection to enter college through the UMPTKIN route and was later declared to have passed at STAIN Majene, Department of Tarbiyah and Teacher Training, English Education Study Program. In 2020, the researcher was attended an English course at MOEC for one month.