

**PERCEPTION OF ELEVENTH-GRADE STUDENTS REGARDING THE  
IMPLEMENTATION OF *MERDEKA BELAJAR* CURRICULUM IN  
ENGLISH CLASSES SMAN 2 MAJENE**



**A Thesis**

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

**BY:**

**NURHAKIKI**

**Reg. Number: 10256119001**

**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHING TRAINING DEPARTEMENT  
STATE ISLAMIC COLLEGE OF MAJENE**

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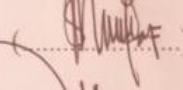
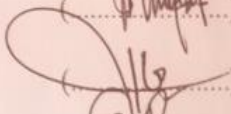
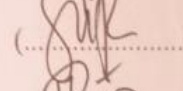


## LEMBAR PENGESAHAN

Skripsi yang berjudul "Perception of Eleventh-Grade Students Regarding the Implementation of Merdeka Belajar Curriculum in English Classes SMAN 2 Majene" Subject at English Education Study Program of STAIN Majene" yang disusun oleh Nurhakiki, NIM. 10256119001, mahasiswi Program Studi Tadris Bahasa Inggris Jurusan Tarbiyah dan Keguruan STAIN Majene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Kamis, 24 Agustus 2023 M bertepatan dengan 7 Shaffar 1445 H, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan (S.Pd) pada Program Studi Tadris Bahasa Inggris dengan beberapa perbaikan.

Majene, Agustus 2023

Shaffar 1445 H

### DEWAN PENGUJI

Ketua	: Achmad Taqlidul Chair Fachruddin, S.Pd., M.Pd.	(  )
Sekretaris	: Nihla Afdaliah, S.Pd., M.Pd.	(  )
Munaqisy I	: Rabiatal Adawiah, S.Pd., M.Hum.	(  )
Munaqisy II	: Syamsinar, M.Pd.	(  )
Pembimbing I	: Rina Marlina, S.S., M.Hum.	(  )
Pembimbing II	: Nur Fadillah Nurchalis, S.Pd., M.Pd.	(  )

Diketahui oleh:  
Ketua Jurusan Tarbiyah dan Keguruan



Dr. Hamzah S. Fathani, M.Th.I.

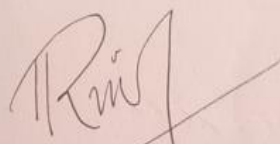
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## PERSETUJUAN PEMBIMBING

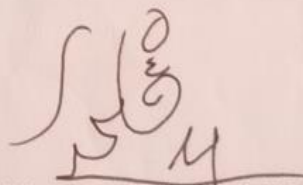
Pembimbing penulisan skripsi saudara NURHAKIKI dengan NIM 10256119001, Mahasiswa program studi Tadris Bahasa Inggris jurusan Tarbiyah dan Keguruan STAIN Majene menyatakan bahwa, setelah meneliti dan mengoreksi secara seksama proposal yang berjudul “Persepstion of Elevent-grade Students Regarding the Implementation of Merdeka Belajar Curriculum in English Classes at SMAN 2 Majene” memandang bahwa skripsi tersebut telah memenuhi syarat-syarat ilmiah dan ilmiah dan dapat disetujui untuk diseminarkan.

Demikian persetujuan ini diberikan untuk proses lebih lanjut.

Pembimbing I

  
Rina Marlina, S.S., M.Hum.  
NIP.199206122019032027

Pembimbing II

  
Nur Fadillah Nurchalis, S.Pd., M.Pd.  
NIP.199002272019032016

## PERNYATAAN KEASLIAN SKRIPSI

Mahasiswa yang bertanda di bawah ini:

Nama : Nurhakiki  
NIM : 10256119001  
Tempat Tanggal Lahir : Sese, 07 Oktober 2001  
Jurusan : Tarbiyah dan Keguruan  
Prodi : Tadris Bahasa Inggris  
Alamat : Des. Taan, Kec. Tapalang, Kab. Mamuju, Prov. Sulawesi Barat  
Judul : Perception of Eleventh-Grade Students Regarding The Implementation of *Merdeka Belajar* Curriculum In English Classes SMAN 2 Majene

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Majene, 18 Agustus 2023

Penyusun



**Nurhakiki**  
10256119001

## ABSTRACT

**Name** : Nurhakiki  
**Reg. Number** : 10256119001  
**Title** : **Perception of Eleventh-Grade Students Regarding The Implementation of *Merdeka Belajar* Curriculum In English Classes SMAN 2 Majene**

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In 2020, the Ministry of Education and Culture (Kemendibudristek) made another curriculum change, namely the Merdeka Belajar Curriculum. The curriculum change has reaped pros and cons among students, especially in schools that have implemented the Merdeka Belajar curriculum in Majene district, precisely SMAN 2 Majene. This study aims to determine the perceptions of eleventh grade students towards the implementation of Merdeka Belajar curriculum in English subjects at SMAN 2 Majene. This type of research is mixed method research with survey and interview methods. The data collection technique in this study used a questionnaire instrument with data analysis techniques using descriptive statistics with percentages and interviews with data analysis techniques proposed by Miles and Huberman. The researcher found that class XI students of SMA Negeri 2 Majene were categorised as "Neutral" towards the implementation of the independent learning curriculum in English subjects with a percentage of 33.53%. Then based on the results of interviews regarding the implementation of the Pancasila Student Profile Strengthening Project at SMA Negeri 2 Majene, it can be seen that students have positive and negative perceptions of the implementation of the Pancasila Student Profile Strengthening Project or they have a "Neutral" perception. Students consider that the implementation of P5 is still less directed in terms of its implementation, but when faced with the project, students accept it well.

**Keyword:** *Perception, Merdeka Belajar, Curriculum, Students*

## **ABSTRAK**

Pada tahun 2020 Kementerian Pendidikan dan Kebudayaan (Kemendibudristek) kembali melakukan perubahan kurikulum, yaitu Kurikulum Merdeka Belajar. Perubahan kurikulum tersebut menuai pro dan kontra dikalangan para siswa terkhusus di sekolah yang telah menerapkan kurikulum Merdeka Belajar di kabupaten Majene tepatnya SMAN 2 Majene. Penelitian ini bertujuan untuk mengetahui persepsi siswa kelas sebelas terhadap implementasi kurikulum Merdeka Belajar pada mata pelajaran Bahasa Inggris di SMAN 2 Majene. Jenis penelitian ini adalah penelitian mix method dengan metode survei dan wawancara. Teknik pengumpulan data dalam penelitian ini menggunakan instrumen kuesioner dengan teknik analisis data menggunakan statistik deskriptif dengan persentase dan wawancara dengan teknik analisis data yang dikemukakan oleh Miles dan Huberman. Peneliti menemukan bahwa siswa kelas XI SMA Negeri 2 Majene dikategorikan "Netral" terhadap implementasi kurikulum merdeka belajar pada mata pelajaran Bahasa Inggris dengan persentase 33,53 %. Kemudian Berdasarkan hasil wawancara mengenai implementasi Proyek Penguatan Profil Pelajar Pancasila di SMA Negeri 2 Majene, dapat diketahui bahwa siswa memiliki persepsi positif dan negatif terhadap implementasi Proyek Penguatan Profil Pelajar Pancasila atau mereka memiliki persepsi yang "Netral". Siswa menganggap bahwa pelaksanaan P5 masih kurang terarah dalam hal pelaksanaannya, namun ketika dihadapkan pada proyek tersebut, siswa menerimanya dengan baik.

**Kata Kunci:** Persepsi, Merdeka Belajar, Kurikulum, Siswa

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Majene, 21 December 2023

Researcher,

A handwritten signature in black ink, appearing to read 'Nurhakiki', with a stylized flourish at the end.

**Nurhakiki**

**NIM: 10256119001**

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# CHAPTER I

## INTRODUCTION

### A. *Research Background*

Education is the main key to achieving a better quality of life. This means that education in human life cannot be separated. Education is very important in the process towards a better life and every human being has the right to education. In general, education is a conscious and planned effort to support the learning process to hone and develop students' self-potential in the areas of spirituality, self-control, scientific insight, and skills (Aspi & Syahrani, 2022).

Referring to the law, we can see that one form of government concern in the education sector, namely in Law no. 20 concerning National Education System Chapter II Article III of 2003 which reads:

“National education functions as education based on *Pancasila* and the Constitution of the Republic of Indonesia and is responsive to the demands of the times. Education is a whole component of education that is interrelated in an integrated manner to achieve national education goals (Indonesia, 2003).

Based on the above laws, it can be seen that national education can provide educational opportunities and equity, as well as improve the quality, relevance, and effectiveness of education management so that it can compete in the face of various demands of changing times both locally, nationally, and globally. In this regard, it is necessary to carry out educational reforms in a structured, planned, directed, and sustainable manner.

One of the educational reforms that must be implemented is the renewal of the curriculum carried out by the Ministry of Education. The curriculum is one of the important components in education to achieve educational goals (Martin & Simanjorang, 2022). In line with what was stated by Nation & Macalister (2010), argue that the curriculum is a set of guidelines designed in a learning program consisting of principles, environment, and needs with the objectives of the learning program being carried out.

Along with the development of the times the curriculum is constantly changing because the curriculum has a flexible nature in other words, the curriculum follows and adapts to the demands of the times. The curriculum must also be prepared according to the needs and circumstances of students. That way the quality and quality of education in a country will increase.

In 2020 The Ministry of Education and Culture (Kemendibudristek) again made changes to the curriculum, namely the *Merdeka Belajar* Curriculum. The curriculum is applied to educational units starting from Elementary School, Junior High School, and Senior or Vocational High School.

The existence of *the Merdeka Belajar* curriculum was motivated by the emergence of a pandemic that began to hit the State of Indonesia in 2020. At that time the government began to socialize policies related to the new curriculum. The policy is designed to address the learning crisis that has begun to hit Indonesia's young generation due to the influence of the pandemic (Kemendikbudristek, 2022). Therefore, with the *Mardeka Belajar* curriculum,

it is hoped that stakeholders will be able to supply a more pleasant and meaningful learning environment for students.

One of the schools that have implemented the *merdeka belajar* curriculum in the majene district is SMAN 2 Majene. Then, based on preliminary interviews conducted by researchers with several grade XI students, it can be seen that students reap the pros and cons of the implementation of the new curriculum. in addition, these students said that there are several problems faced by students, namely having to make adjustments to the implementation of the *Merdeka* curriculum, including students having difficulty adjusting their time with all the tasks given by the teacher because students are asked to be more independent in terms of finding sources of material and being more active in learning while we know that not all students have the same level of ability.

Based on this problem, the researcher wants to find out the overall perception of students when it is known that there are eight eleventh-grade classes in the school. Students' perceptions are very important to be researched so that it can be known that the implementation of this *Merdeka Belajar* curriculum has been accepted and has a good impact on the educational process at the school. In addition, a good perception will certainly have a positive influence on increasing the motivation of SMAN 2 Majene students in learning, especially in English subjects.

Therefore, based on the background described above, it is very important to conduct research with the title "Perception of Eleventh-grade

Students Regarding the Implementation of *Merdeka Belajar* Curriculum in English Classes of SMAN 2 Majene."

### **B. Research Problem**

Based on the description of the background above, the problem formulation in this study can be determined, namely :

1. How are the perceptions of eleventh-grade students towards the implementation of the *Merdeka Belajar* curriculum in English classes at SMAN 2 Majene?
2. How are the perceptions of eleventh-grade students towards the implementation of *Projek penguatan profil pelajar Pancasila* at SMAN 2 Majene?

### **C. Research Objective**

Based on the formulation of the problem, it can be seen that the objectives of this study are:

1. To determine the perceptions of eleventh-grade students towards the implementation of the *Merdeka Belajar* curriculum in English classes at SMAN 2 Majene.
2. To determine the perceptions of eleventh-grade students towards the implementation of *Projek penguatan profil pelajar Pancasila* at SMAN 2 Majene.

### **D. Research Significance**

In this case, the researcher can provide benefits both theoretically and practically.

1. Theoretically

This research is useful to add insight and knowledge for further researchers and the results of this study are shown as reference material that supports theories related to the *Merdeka Belajar* curriculum.

2. Practically

- a. For Students

Students can add learning experiences and improve student learning outcomes by using *Merdeka Belajar* curriculum.

- b. For Teachers

This research can be a reference material in implementing the *Merdeka Belajar* curriculum, so that teachers can develop the implementation of the *Merdeka Belajar* curriculum and this is especially in the field of English subjects.

- c. For Schools

This research can be used as an effort to encourage and can provide input on whether the implemented curriculum is well implemented.

### ***E. Research Scope***

This research will focus on how eleventh-grade students perceive the implementation of the *Merdeka Belajar* Curriculum in English subjects at SMAN 2 Majene and on the implementation of the project to strengthen the profile of Pancasila students. *Merdeka Belajar* Curriculum referred to in this case is a curriculum with various types of internal learning, where learning content is optimized to provide sufficient time for students to strengthen their

abilities P5 is an effort to realize Pancasila Students who can behave by the values of Pancasila, namely faith and devotion to God Almighty, global diversity, cooperation, independence, critical reasoning, and creativity.

## CHAPTER II

### LITERATURE REVIEW

#### ***A. Previous Related Research***

Based on the previous research result, the researcher obtained several previous research related to this research as follows:

The first research is a study entitled "Perceptions of Social Studies Teachers in the Implementation of the *Merdeka Belajar* Curriculum at State Junior High Schools in Tanjung Kemuning District, Kaur Regency" conducted by (Anggila, 2022). This research aims to describe the planning of social studies teachers in implementing the *Merdeka Belajar* curriculum in State Junior High schools in the Tanjung Kemuning district. In the study, researchers found that massive socialization is very important to be carried out to all parties who play a role in the unit of education so that curriculum implementation can be carried out properly by expectations. In addition, the perception of social studies teachers has several indicators in the implementation of the *Merdeka Belajar* curriculum including curriculum content reduction, constructivism learning, teacher personal experience, and teacher education degrees.

The second research is research conducted by Mayasari et al. ( 2023) entitled "Analysis of Perceptions of Class X Students in Economic Less Towards the Implementation of the *Merdeka Belajar* Curriculum at SMA Negeri 4 Banjarmasin". This study discusses the analysis of the perceptions of class X students towards the implementation of the *Merdeka Belajar*

curriculum at SMA Negeri 4 Banjarmasin. The results of the analysis show that the perceptions of students at SMA Negeri 4 Banjarmasin towards the implementation of a *Merdeka Belajar* curriculum are very well received. Schools have implemented digitalization in learning. Teachers have used various digital-based media such as learning videos, quizzes using the Kahoot application, and also quizzes so that students can feel *Merdeka Belajar*.

The third research, namely research conducted by Sunarni & Karyono (2023) entitled "Teacher Perceptions of the Implementation of the *Merdeka Belajar* Curriculum in Elementary Schools". This research was conducted to describe teacher perceptions of the implementation of the *Merdeka Belajar* curriculum in elementary schools. The results obtained show that teachers have a positive perception and provide an appreciation for the implementation of the curriculum in elementary schools. The obstacles faced regarding the implementation of the *Merdeka Belajar* curriculum are the lack of stable internet access, especially to connect to the independent curriculum platform, especially for remote schools whose geographical location is difficult to access the internet.

The next research is research conducted by Gusmawan & Herman (2023) with the title "Perceptions of Mathematics Teachers Regarding Their Ability to Implement the *Merdeka Belajar* Curriculum" The research aims to determine the perceptions of mathematics teachers in Bandung City in their ability to implement the *Merdeka Belajar* curriculum. The study found that teachers' perception was in the sufficient category. However, teachers still

have difficulties in preparing assessments and evaluations, especially in preparing learning assessments by the independent curriculum.

From some of the previous studies above, there are similarities and some differences in this study. The equation between previous research and this study is that both examine perceptions regarding the implementation of the Merdeka Belajar curriculum. Then the difference obtained by the researcher is that this research only focuses on the perceptions of grade XI students in English subjects at SMAN 2 Majene by using mixed method research, namely quantitative and qualitative methods, while previous research focused on teacher perceptions. In addition, the type of research used in previous studies used descriptive qualitative research.

## ***B. Pertinent ideas***

### **1. Perception**

#### **a. Definition of Perception**

According to Sumanto (2014), Perception is the process of understanding information or giving meaning to information to a stimulus. Stimuli is obtained from the process of recognizing objects, events, or relationships between symptoms which are then processed by the brain. Then, Walgito (2010) argues that perception is the process of organizing and interpreting a stimulus received by the individual so that it becomes meaningful, and is a complex activity within the individual.

According to Daulay (2015), Perception is an experience that a person has gone through regarding the events he receives through the five senses, then realizes it based on the thinking ability of each individual. While Milyane et al. (2022) argue that Perception is a process carried out by a person to obtain a picture of something through the stages of selection, management, and understanding of information regarding. In line with the opinion of Wulandari et al. (2017) perception is a process by which a person concludes a message or information in the form of events based on his experience. Receiving this message is done through the five senses that they have.

According to some of the opinions above, perception is the impression of a picture or reaction that a person receives after perceiving and feeling some things (objects) through his five senses.

#### **b. The Process of Perception**

Walgito in Pratisti & Yuwono (2018) explains the process of perception as follows: The stimulus initially hits the sensory organs, this is called the natural process or physical process. At this stage, only certain stimuli are perceived. The stimulus received is then forwarded to the brain. This process is called the physiological process. Then the brain realizes what is absorbed by the five senses. This process in the brain is called the psychological process. The peak of perception is in the psychological process.

### **c. Indicator of Perception**

According to Walgito (2010), perception has the following indicators:

1. Reception of stimuli or objects from outside the individual. Individually. Stimuli or objects captured and recorded by the five senses individually or collectively.
2. Organizing stimuli or objects individually or collectively by using the five senses. Five senses individually or collectively. Result: The result of the absorption of the five senses produces images, reactions, or impressions in the brain.
3. Understanding the object. After images are created in the brain, they are organized, classified, and understood. These images are organized, classified, and interpreted in such a way as to create an understanding or comprehension of the subject. Interpreted in such a way as to create an understanding or comprehension of the object.
4. Property judgment or individual judgment. After insight or understanding is formed, individual judgment is formed. Individuals compare the newly acquired understanding with the criteria or standards that individuals have subjectively. Individual assessments are subjectively different, even though the object is the same. Therefore, perception is individualized.

From this explanation, it can be concluded that perception has three indicators, namely the receipt of stimuli or objects from

outside the individual, understanding of objects, and individual evaluation of objects. In the first indicator, the five senses, which create images in the brain, receive and absorb stimuli or objects. Five senses that create images in the brain. With the second indicator, the images are interpreted in the brain in such a way that an understanding of the object arises. The third indicator comes after the understanding is formed in the brain, as an individual judgment.

#### **d. Types of Perception**

The following types of perceptions according to Irwanto in Suciati et al. (2022) are viewed in terms of individuals after interacting with the perceived object.

##### 1) Positive Perception

Perception describes all knowledge (whether you know it or not) and responses that are aligned with its utilization.

##### 2) Negative Perception

Perception describes all knowledge (whether you know or not) and responses that are not aligned with the object being perceived.

## **2. *Merdeka Belajar* Curriculum**

### **a. Definition of *Merdeka Belajar* Curriculum**

According to Suyanto (2020) that *Merdeka Belajar* is a policy designed by the government to make a big leap in the quality aspect of education to produce students and graduates who excel in facing

complex future challenges. Meanwhile, in the Merdeka Q&A Pocket Book, the *Merdeka Belajar* curriculum means a curriculum with various types of internal learning, where the learning content is optimized to provide sufficient time for students to strengthen their skills (Sekretariat KSPSTK, 2022). Then according to Rahayu et al. (2022), The *Merdeka Belajar* curriculum is defined as a learning design that provides opportunities for students to learn calmly, relaxed, fun, and pressure-free to show their talents. The *Merdeka Belajar* curriculum focuses on freedom and creative thinking.

From the above opinions, it can be concluded that *Merdeka Belajar* is a curriculum designed by the government that gives freedom to students according to their fields of interest that match their skills and where students will feel relaxed and have fun participating in learning. It is hoped that graduates will be able to produce graduates who are superior and can compete in the world of work and the future.

**b. Characteristics of the *Merdeka Belajar* Curriculum**

The *Merdeka Belajar* curriculum emphasizes learning that is tailored to students' abilities and gives freedom to the development of character and basic competency abilities. In this case, the characterization of the curriculum must be planned and comprehensive, which means that the best way to address student needs is by the independent curriculum where learning activities have been adjusted by student circumstances (Ibda, 2022). Referring to the

Ministry of Education, Culture and Research material, there is an explanation of the prototype curriculum encourages learning according to student abilities and offers greater space to develop students' character and basic skills. Here are some of the main characteristics of *the Merdeka Belajar* curriculum, namely:

- 1) Project-based learning aims to develop soft skills and student character through the Pancasila student profile. In this case, students learn not only to memorize material but also to create a project with the PBL (Project Based Learning) learning model.
- 2) Focus on essential materials, so that there is for deepening of basic competencies such as literacy and numeracy. If the 2013 Curriculum generally only focuses on intracurricular (face-to-face), Merdeka Curriculum learning uses a combination of extracurricular (70-80% JP) and co-curricular (20-30% JP) learning through the provision of strengthening the Pancasila Student Profile.
- 3) Teacher flexibility to carry out differentiated learning based on student abilities. Differentiated learning is learning that accommodates student learning needs. Teachers facilitate students according to their needs, because each student has different characteristics, so they cannot be given the same treatment. In implementing differentiated learning, teachers need to think about reasonable actions that will be taken, because differentiated learning does not mean learning by providing different treatment or

actions for each student, nor is it learning that distinguishes between smart and less smart students (Farhana, 2023).

**c. *Merdeka Belajar* Curriculum Program**

Nurzila (2022) explains that there are several *Merdeka Belajar* programs including:

- 1) Improving literacy, numeracy, and learner character Improving literacy and numeracy, especially at the basic education level, is one of the concerns in planning the competency curriculum. In line with the concept of literacy and numeracy used in the National Competency Assessment policy.
- 2) Improving the capacity of school principals and teachers to create quality learning. Before planning for learning, principals and teachers need to understand the characteristics of the education unit. So that they can provide contextualized education services, favor students, and ensure that no child is left behind in the learning process.
- 3) Facilitate teachers in learning innovation, as well as principals in conducting self-evaluation through the school digitalization approach. A school's readiness to innovate is partly determined by effective leadership where the principal and his staff build a learning culture among teachers and various strategies are used to transform classroom learning.

- 4) Increase capacity to produce equitable education policies in the regions. The main foundation for the Merdeka Curriculum design is the *Merdeka Belajar* philosophy which also underlies other education policies, as stated in the Ministry of Education and Culture's Strategic Plan 2020-2024 (Permendikbud Number 22 of 2020).
- 5) Creating a climate of collaboration in the field of education at the scope of schools, local governments, and the central government. Local and central governments and educational policies that directly affect curriculum implementation, and in the Indonesian context are the National Education Standards (SNP).

**d. Objectives of the *Merdeka Belajar* Curriculum**

- 1) Encouraging learner independence: The *Merdeka Belajar* Curriculum aims to develop learners' independence in accessing, managing, and utilizing learning resources independently. Learners are invited to actively search for and explore various learning resources that are relevant to their interests and needs.
- 2) Increase holistic intelligence: *Merdeka Belajar* Curriculum aims to develop learners' holistic intelligence, which includes cognitive, emotional, social, and spiritual aspects. Learners are invited to explore their potential as a whole and develop intelligence in various fields.

- 3) Facilitate lifelong learning: *Merdeka Belajar* Curriculum aims to equip learners with skills and attitudes that enable them to continue learning throughout life. Learners are trained to become independent learners who can adapt to change and develop themselves in the era of globalization and the industrial revolution 4.0.
- 4) Respect for diversity and local culture: *Merdeka Belajar* Curriculum aims to appreciate and enrich local cultural diversity. Learners are invited to recognize and respect local cultural values, as well as involve themselves in activities that appreciate and preserve Indonesia's cultural wealth (Tohir, 2020).

**e. Phases in the *Merdeka Belajar* Curriculum**

In the *Merdeka Belajar*, there is a phase for each grade level. The level starts from grade 1 to grade 12 which is divided into 6 phases, namely phase A to F. The division of phases can be seen in the following table:

**Table 1. Phase divisions in the *Merdeka Belajar* Curriculum**

FASE A	GRADE 1-2
FASE B	GRADE 3-4
FASE C	GRADE 5-6
FASE D	GRADE 7-9

FASE E	GRADE 10
FASE F	GRADE 11-12

Learning outcomes are formulated by phase to differentiate them for each class, as within the same class learners may learn in different phases of learning. This is an application of the principle of learning by the stage of learning achievement or known as teaching at the right stage/level. Learning outcomes are an expression of educational objectives, namely a statement of what students are expected to know, understand and be able to do after completing a period of learning (Pontjowulan, 2022). The independent curriculum applies assessment based on phases, in phases A, B, and C the *Merdeka* curriculum does not require English as one of the subjects because it is based on the ability of the school. The independent curriculum also combines science and social studies subjects into IPAS which starts in grade 3 of elementary school. Meanwhile, the *Merdeka* curriculum implements only one phase of assessment, the D phase. Informatics is a compulsory subject and students can choose at least one of five arts and crafts subjects: Music, fine arts, theater arts, dance, or crafts (Hikmah, 2022).

Then at the high school level, namely in phases E and F, it is known that science and social studies subjects in class X SMA have not been separated into more specific subjects. Students choose at least one of the five arts and crafts subjects in class X students study general

subjects (there are no elective subjects) while in classes XI and XII students are free to choose subjects according to their respective interests. Learners choose subjects from the available subject groups. learners write an essay as a graduation requirement (Hikmah, 2022).

**f. Planning, Implementation, and Evaluation of Learning in the *Merdeka Belajar* Curriculum**

1) *Merdeka Belajar* Curriculum Planning

Learning planning in the *Merdeka Belajar* Curriculum involves innovative and flexible approaches to ensure the effective achievement of learning objectives. The following are some of the steps and elements in lesson planning in the *Merdeka Belajar* Curriculum:

- a) Identification of Basic Competencies: Teachers need to understand and identify the basic competencies that students must achieve by applicable curriculum standards. This involves an in-depth understanding of subject content and student development levels.
- b) Lesson Plan Development: Based on the identification of basic competencies, teachers plan a series of learning activities that include learning objectives, learning strategies, evaluation activities, and relevant learning materials. Lesson plans must take into account the characteristics and needs of students and integrate various competencies.

- c) Adjusting Learning Methods: Teachers must select and customize learning methods that are appropriate to the learning context and student characteristics. Learning methods that can be used include project-based learning, group discussion, problem-solving, simulation, or technology-based learning.
- d) Preparation of Learning Materials: Teachers must compile learning materials that are by the basic competencies to be achieved. Learning materials can be in the form of texts, videos, presentations, digital resources, or other interactive teaching materials that can attract students' interest.
- e) Assessment Plan: Teachers must plan the type of assessment that will be used to measure students' competency achievement. Assessments may include written tests, project assignments, presentations, performance-based assessments, or student portfolios. Teachers should also consider clear and objective assessment criteria (Kemendikbud, 2020).

## 2) Implementation of *Merdeka Belajar* Curriculum

The implementation of learning in the *Merdeka Belajar* Curriculum involves an innovative and student-focused approach. Teachers are encouraged to use active, collaborative, and contextual learning methods. They need to create learning experiences that are interesting and relevant to students so that

students can develop cognitive, affective, and psychomotor abilities holistically.

In implementing *Merdeka Belajar* Curriculum, teachers act as learning facilitators, who encourage students to actively participate in the learning process. They use a student-centered learning approach, where students are invited to collaborate, discuss and interact with teachers and peers.

The learning methods used include group discussions, collaborative projects, practical assignments, and problem-based learning. In addition, teachers are also expected to integrate technology into learning. The utilization of information and communication technology (ICT) can expand access to diverse learning resources and enable students to learn independently and creatively. Teachers can use online learning platforms, learning videos, and interactive educational applications as teaching aids (Kemendikbud, 2020).

### 3) *Merdeka Belajar* Curriculum Evaluation

Learning evaluation in the *Merdeka Belajar* Curriculum involves a holistic and diverse approach to measuring students' competency achievement. Evaluation does not only focus on written tests, but also involves student portfolios, project assignments, presentations, and performance-based assessments. The purpose of this evaluation is to provide a more comprehensive

picture of student abilities and provide constructive feedback for further improvement.

In *Merdeka Belajar* Curriculum, evaluation is carried out in an ongoing and continuous manner. Teachers observe and monitor student progress throughout the learning process. Teachers also provide direct feedback to students, both individually and in groups, to help them understand their strengths and areas that need improvement.

In addition, in evaluating learning, *Merdeka Belajar* Curriculum also encourages the use of authentic assessment. Authentic assessment includes assignments and projects that reflect real situations in the real world. For example, students can be asked to produce products or works that are relevant to the context of everyday life or solve real problems. In this assessment, teachers assess not only the result, but also the process undertaken by students, such as critical thinking, creativity, collaboration, and a positive attitude towards learning (Kemendikbud, 2020).

**g. Implications of the *Merdeka Belajar* Curriculum**

Based on the implications of the concept of *Merdeka Belajar* for its implementation, several things need to be studied, namely related to curriculum simplification, implementation of national exams, simplified lesson plans, and the teaching profession. (Daga, 2020) The first implication is that the curriculum used as a reference during the

learning process will be simplified. The main purpose of simplifying the curriculum is to make education more relevant so that the competencies of all learners can be achieved by the demands of the times, now and in the future (Suyanto, 2019).

The second implication is in the aspect of organizing the national exam. So far, the implementation of the national exam has been difficult for schools, not only for schools but also for teachers and students. In preparation for the National Examination, it takes a lot of time, especially in the run-up to its implementation. This situation is quite burdensome, considering that the implementation requires a lot of careful preparation. The decision to abolish the national exam was made by the minister to be replaced with competency and character assessment as a measure of learning achievement (Daga, 2020).

The third implication is the simplification of lesson plans. When viewed from the lesson implementation plan (RPP) there are differences with the new curriculum. The components used in the previous lesson plan amounted to 10-13 components. Meanwhile, the independent curriculum makes lesson plans simpler by only including three learning components, namely learning objectives, learning activities, and learning assessment (Kristiana, 2020).

As for the implications of the curriculum related to the teaching profession, namely teachers still play an important role in learning and play a strategic role to be the key to aspects of education and learning.

However, in practice, teachers are no longer the only source of knowledge in learning activities or in terms of seeking and finding knowledge. In the *Merdeka Belajar* curriculum, the teacher acts as a partner for students to jointly seek and find knowledge. Thus, teachers need to be better prepared, especially in terms of educating, not just teaching (Sularto, 2020).

### **3. *Projek Penguatan Profil Pelajar Pancasila (P5)***

#### **a. Concept of *Projek Penguatan Profil Pelajar Pancasila (P5)***

*Projek penguatan profil pelajar Pancasila* or commonly abbreviated as P5 in the regulation of the Ministry of Education and Culture of the Republic of Indonesia No.56 / M / 2022, the law it is stated that the project to strengthen the *Pancasila* student profile is a project-based co-curricular activity designed to support efforts to achieve competence and character by the *Pancasila* student profile which is prepared based on the Graduate Competency Standards. The implementation of the project to improve the profile of *Pancasila* students is carried out flexibly in terms of content, activities, and implementation time. The project to improve the profile of *Pancasila* students is designed separately from extracurricular activities. The project aims to strengthen *profil pelajar Pancasila* in students, such as faith in God and noble character, cooperation, critical reasoning, and creativity. Increase learners' awareness of the importance of recycling waste as a solution to reduce waste (Hidayat, 2023)

b. Dimensions of *Projek Penguatan Profil Pelajar Pancasila (P5)*

Rozana et al.(2023) explain that The Pancasila Student Profile has 6 dimensions of the Pancasila Student Profile that are interrelated and supportive. The six dimensions of the Pancasila Student Profile are:

1) Have faith, fear God Almighty, and have a noble character.

Indonesian students who have faith, fear God Almighty and have noble character are students who have noble character in their relationship with God Almighty. They understand the teachings of their religion and beliefs and apply them in their daily lives. There are five main elements of faith, piety, and noble character, namely: (a) morals towards God Almighty; (b) morals towards oneself; (c) morals towards fellow humans; (d) morals towards nature; and (e) morals towards the state.

2) Global Diversity

Indonesian students still maintain their locality and identity, and remain open-minded in interacting with other cultures, thus fostering mutual respect and the possibility of forming a positive noble culture that does not conflict with the noble culture of the nation. Elements and keys to global diversity include: (a) recognizing and appreciating cultures. (b) intercultural communication skills in interacting with others, and (c) reflection and responsibility for the experience of diversity.

3) *Gotong Royong*

Indonesian students can work together, namely, the ability to carry out activities together voluntarily so that the activities carried out can run smoothly, easily, and lightly. The elements of cooperation are (a) cooperation. (b) caring, and (c) sharing.

4) Independent

Indonesian students are independent learners who take responsibility for their learning process and outcomes. The critical elements of self-reliance consist of: (a) self-awareness, and (b) situation awareness and self-regulation.

5) Critical Thinking

Critically thinking learners can process qualitative and quantitative information objectively, connect different pieces of information, analyze information, evaluate, and conclude. The elements of critical reasoning are: (1) acquiring and processing information and ideas. (2) analyzing and evaluating reasoning, reflecting on thoughts and thought processes, and (3) making decisions.

6) Creative

Creative learners can modify and produce something original, meaningful, useful, and impactful. The key elements of creativity consist of (1) generating original ideas, and (2) producing original works and actions.

c. Benefits of the *Projek Penguatan Profil Pelajar Pancasila (P5)*

According to Hasanuddin et al. (2022) That *Projek Penguatan Profil Pelajar Pancasila (P5)* provides an opportunity for every member of the education institution unit community from students, educators, education units or the surrounding community to explore, practice and apply the *profil pelajar Pancasila*. The following are the benefits of the *Projek Penguatan Profil Pelajar Pancasila (P5)* for each member of the project implementation community.

1) Education Unit

- a) Create an ecosystem that is open to the participation and involvement of community members.
- b) Contributing to the environment and the surrounding community.

2) Educators

- a) Provide opportunities for students to develop competencies and improve the character and profile of Pancasila students.
- b) Develop a plan for the learning stages of the profile project.

3) Learners

- a) Provide opportunities for students to develop their abilities and improve their character and learning in the surrounding environment.

b) Learners have the opportunity to learn in a non-formal setting in general, both in terms of flexible structures learning and interactive learning.

## CHAPTER III

### RESEARCH METHODOLOGY

#### ***A. Types and Approach of Research***

This research is a type of mixed method that uses quantitative and qualitative approach. Mixed method or combination research is a research method that combines quantitative and qualitative methods, so in its preparation, researchers must understand the characteristics of both methods (Sugiyono, 2013). It can be known that mixed-method research is a combination of qualitative and quantitative research.

Based on the description above, the researcher will use a mixed method research where data collection is carried out using questionnaires and interviews. So that researchers can find out the perceptions of students who are the purpose of this study.

#### ***B. Research Design***

This research is a mixed method research. The purpose of this research is to obtain facts about the phenomena that occur. The researcher focuses on finding out the perceptions of eleventh-grade students related to the implementation of the *Merdeka Belajar* curriculum in English Classes at SMAN 2 Majene and the implementation of *Projek Penguatan Profil Pelajar Pancasila* (P5)

### ***C. Research Subject***

#### **a. Population**

The population is a generalization domain consisting of objects/subjects with certain characteristics and characteristics set by researchers to study and from which conclusions are drawn (Sugiono, 2016). The population in this study were eleventh-grade students of SMAN 2 Majene, West Sulawesi province, totaling 270 students from 8 classes with the following details:

**Table 2. Details of the Total Research Population in Class XI  
Students of SMAN 2 Majene**

Classes	Number of Students
XI.1	33
XI.2	34
XI.3	35
XI.4	34
XI.5	37
XI.6	33
XI.7	31
XI.8	33

#### **b. Sample**

The sampling technique that used in this study is the Cluster Random Sampling. Sugiono (2016) states that Cluster random sampling is a regional sampling technique used to determine the sample when the object

to be studied is very broad, for example the population of a country, province, or district. In other words, the sampling technique is done by taking representatives from each group / member of the population to be selected as a sample. In this case, researchers took samples by selecting several representatives from each class in class XI at SMA Negeri 2 Majene. To determine the number of samples in this study, researchers used the Slovin formula. According to Sugiono (2016), the Slovin formula is used in this study because the number at the time of sampling must be representative so that the research results can be generalized and the calculation does not require a sample size table but is done with a simple formula.

The Slovin formula for determining the sample is as follows:

$$n = \frac{N}{1 + (e)^2}$$

Description :

$n$  = Sample size/number of respondents

$N$  = Population

$e^2$  = Error tolerance limit

1 = Constan number

The population in this study was 270 students and the error rate used was 5% so in determining the research sample, the following calculations:

$$n = \frac{270}{1 + (0,5)^2}$$

$$n = \frac{270}{1,6} = 168,75; \text{ Adjusting by the researcher to 170 respondents}$$

Based on the above calculations, the number of samples that will be respondents in this study is adjusted to 170 students.

Then in choosing students as informants, researchers prefer to use the Random Sampling Technique. Sugiono (2016) states that probability sampling is a sampling technique that provides equal opportunities for each sample element. In this case, the researcher will take a sample of eight in each calasses of overall population so that it will be representative.

#### ***D. 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 will be used in this research are as follows:

##### **1. Questionnaire**

The research instrument used in this research is a questionnaire. According to Sugiono (2016), a questionnaire is a data collection technique that provides a set of questions or written statements to respondents. In this study, the questionnaire used was mainly adapted from previous research that had been used by Sesilia Mutiara Jesan. The number of questionnaires to be distributed is 33 statements. There are 5 negative statements and 28 positive statements in the questionnaire. In this case, the researcher will distribute questionnaires to 170 11th-grade students of SMA Negeri 2 Majene who are the research subjects through Google Forms. This technique is used to

determine students' perceptions of the implementation of *the Merdeka Belajar* curriculum in English subjects.

## 2. Interview

An interview is the process of obtaining information or obtaining data carried out by two or more people where one acts as an interviewer, the other acts as an interviewee (Fadhallah, 2021). Therefore, the research interview is a meeting between people, interviewer-participant, to obtain the necessary information, based on the questions asked by the interviewer. The interview was the second data collection tool. The researcher uses paper, books, pens, recording devices, sheets of paper or notes containing points or questions to collect data.

## 3. Documentation

Documentation is a process of data collection using mobile phones, photo archives, document archives, and screenshots. So, the research done by the researcher is acceptable, trustworthy and accurate. Documentation itself is very important in every research. This can be proven by actual research.

### ***E. The Procedure of Collecting Data***

#### 1. Primary Data

##### a. Questionnaire

Data collection in this study aims to obtain information related to students' perceptions of the implementation of the *Merdeka Belajar*

curriculum in English subjects at SMAN 2 Majene. The data collection technique used was a questionnaire.

The following are the steps taken in data collection:

- 1) Researchers determine the location for data collection.
- 2) Researchers asked for a research permit from the department.
- 3) Researchers made a questionnaire according to the 3 indicators of the *Merdeka Belajar* curriculum and then elaborated on the perception indicators.
- 4) Researchers distributed questionnaires to respondents via Google form
- 5) Researchers collected the results of filling out the questionnaire.
- 6) Researchers analyzed the research results.

b. Interview

In this technique, the researcher started the interview process by determining the informants to be interviewed. The informants were some eleventh grade students of SMAN 2 Majene. Then, the researcher will ask several questions directly about the Implementation of *Projek Penguatan Profil Pelajar Pancasila (P5)*. In addition, the interview process will be conducted face-to-face between researchers and informants. To get valid information from the informants, the researcher will record it during the interview process.

## 2. Secondary Data

During the observation and interview process, the researcher will create documents such as photos, screenshots, notes, and record results. In this order, the collection process will be more accurate, valid and reliable.

### *F. Technique of Data Analysis*

#### 1. Questionnaire

The data analysis technique of this research is the descriptive statistical analysis technique. According to Sugiono (2016), descriptive statistics are statistics used to analyze data by describing or describing the information collected. Descriptive statistical calculations include data presentation in the form of tables, graphs, diagrams, circles, pictograms, calculation of mean, mode, median, calculation of deciles, percentiles, calculation of average data distribution, standard deviation, and percentages (Sugiono, 2016). This research data analysis is scaled and then reported based on the Likert scale model. The scale used in this questionnaire uses Likert scale which has been modified into 5 alternative answers. The answers to each Likert scale instrument are divided into positive statements and negative statements as follows:

**Table 3. Likert Scale**

<b>Positive Statement</b>		<b>Negative Statement</b>	
<b>Score</b>	<b>Category</b>	<b>Score</b>	<b>Category</b>

5	Strongly agree	1	Strongly disagree
4	Agree	2	Disagree
3	Undecided	3	Undecided
2	Disagree	4	Agree
1	Strongly disagree	5	Strongly agree

The students' perception of the implementation of the *merdeka belajar* curriculum in English classes SMAN 2 majene were analyzed in the form of percentages. The method calculating data analysis to calculate the percentage of respondents who fall into certain categories can be determined from the interval class of research data for each aspect. As follows:

$$p = \frac{f}{n} \times 100\%$$

Description :  $p$  = Percentage sought (Relative frequency)  
 $f$  = Frequency  
 $n$  = Total number of frequencies

According to Sudijono (2005), the categorization based on Mean and Standard Deviation is as follows:

**Table 4. Assessment norms**

No	Interval Formula	Category
1.	$X > (M+1,5 SD)$	Strongly agree

2.	$(M+0,5 SD) < X < (M+ 0,5 SD)$	Agree
3.	$(M-0,5 SD) < X < (M+0,5 SD)$	Undecided
4.	$(M - 1,5 SD) < X < (M- 0,5 SD)$	Disagree
5.	$X < (M-1,5SD)$	Strongly Disagree

(Source : Sudijono 2005)

Description:

X = Score

M = Mean

SD = Standard Deviation

## 2. Data Collection

In this study, the data analysis technique used is a qualitative data analysis technique guided by the data analysis technique proposed by Miles and Huberman in analysing qualitative data which is carried out in an interactive manner and continues continuously until completion (Puspitasari, 2020). There are three important periods in data analysis: data reduction, data display, and conclusion drawing or verification (Miles & Huberman, 1992). The following figure emphasises the elements of data analysis by Miles and Huberman.

### a. Data Reduction

Data reduction involves the process of elimination and transformation of emergent data (in the form of field notes and transcriptions) to facilitate selective focus. In this study, researchers

selected data from the results of observations and student interviews regarding the implementation of *Profil penguatan profil pelajar Pancasila* (P5) development and practice program in their school.

b. Data Display

Data display is the second element or level of qualitative data analysis in the Miles and Huberman model. Data display can be defined in the form of tables or matrices, text graphics, and diagrams that provide new options for organizing ideas about more textual data. Additional higher-level categories or themes may emerge from the data not identified during the initial data reduction process during the filtering phase. Then display the data to make more sense. Data display can be in the form of tables graphs, etc. The data is organized and managed by representing the data in relational patterns. This way it will be easy to understand. The categories that the researcher chose were students who had positive and negative views on the implementation of *Profil penguatan profil pelajar Pancasila* (P5) at SMAN 2 Majene.

c. Concliuition Drawing/Verification

The final step in data analysis is to re-examine the results of the inference to determine what the analyzed data means and to anticipate signs of problems. Validation refers to concluding and includes correcting the data as often as necessary to double-check or confirm emerging findings. Validation is a process that leads to answers that

support the research questions and research objectives. Therefore, the researcher can conclude about positive or negative perceptions of the implementation of *Profil penguatan profil pelajar Pancasila (P5)* at SMAN 2 Majene.

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Findings

Data collection used in this study is by using a questionnaire. Then the data is processed into tables and diagrams. The entire population of data in this study comes from the Majene district, namely eleventh-grade students of SMA Negeri 2 Majene. The school is one of the schools that has implemented the *Merdeka Belajar* curriculum since the implementation of the new curriculum by the Ministry of Education and Culture. In this chapter two results will be described, the first is the perception of eleventh-grade students towards the implementation of the *Merdeka Belajar* curriculum in English class and the second is students' perceptions of the implementation of the *Projek Penguatan Profil Pelajar Pancasila (P5)*. The following is a description of the research data:

#### **1. Perception of Eleventh-Grade Students Towards the Implementation of the *Merdeka Belajar* Curriculum in English Classes**

The results of the study of eleventh-grade students' perceptions of implementing the *Merdeka Belajar* curriculum in English classes at SMA Negeri 2 Majene in this study were measured by 170 respondents and 33 question items, the score range was 1-5. The results of statistical analysis of research data as a whole obtained an average (mean) = 116, median = 117, mode = 111, and standard deviation = 14. The data is then made in the form of categories, namely Strongly agree, Agree, Undecided,

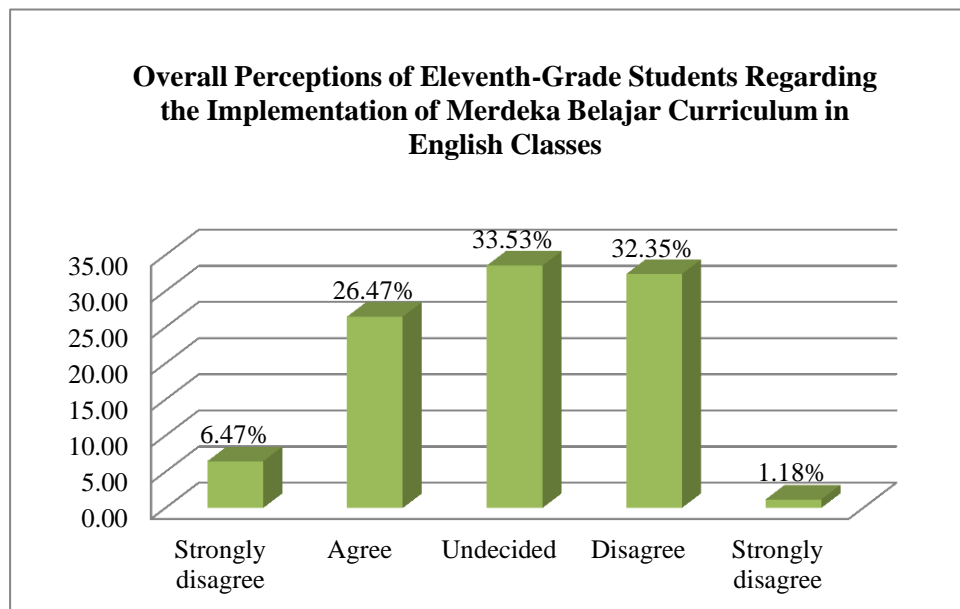
Disagree, Strongly disagree. The following is a distribution table of research results perception of eleventh-grade students towards the implementation of the *Merdeka Belajar* curriculum in English subjects at SMA Negeri 2 Majene can be categorized as follows:

**Table 5. Frequency Distribution of Overall Perceptions of Eleventh-Grade Students Regarding the Implementation of *Merdeka Belajar* Curriculum in English Classes**

Interval	Category	Frequency	Percentage
$X > 247$	Strongly agree	11	6.47
$223 < X \leq 247$	Agree	45	26.47
$199 < X \leq 223$	Undecided	57	33.53
$175 < X \leq 199$	Disagree	55	32.35
$X > 175$	Strongly disagree	2	1.18
Total		170	100

The results of the study when displayed in diagram form can be

seen in the figure below:



**Figure 1. Bar Chart of Overall Perceptions**

Based on the frequency distribution data and bar charts above, the overall perception of eleventh-grade students towards the implementation of *Merdeka Belajar* curriculum in English classes at SMA 2 Majene is in the Strongly agree category with a percentage of 6.47% or 11 students, Agree category with a percentage of 26.47% or 45 students, Undecided category with a percentage of 33.53% or 57 students, Disagree category with a percentage of 32.35% or 55 students, and Strongly disagree category with a percentage of 1.18% or 2 students. These results state that the overall perception of eleventh-grade students towards the implementation of a *Merdeka Belajar* curriculum in English classes at SMA Negeri 2 Majene as a whole is Undecided.

In this study, the perception of eleventh-grade students towards the implementation of the *Merdeka Belajar* curriculum in English classes at SMAN 2 Majene is based on 3 indicators of perception and one additional aspect, namely external support. The following describes the results of these four aspects:

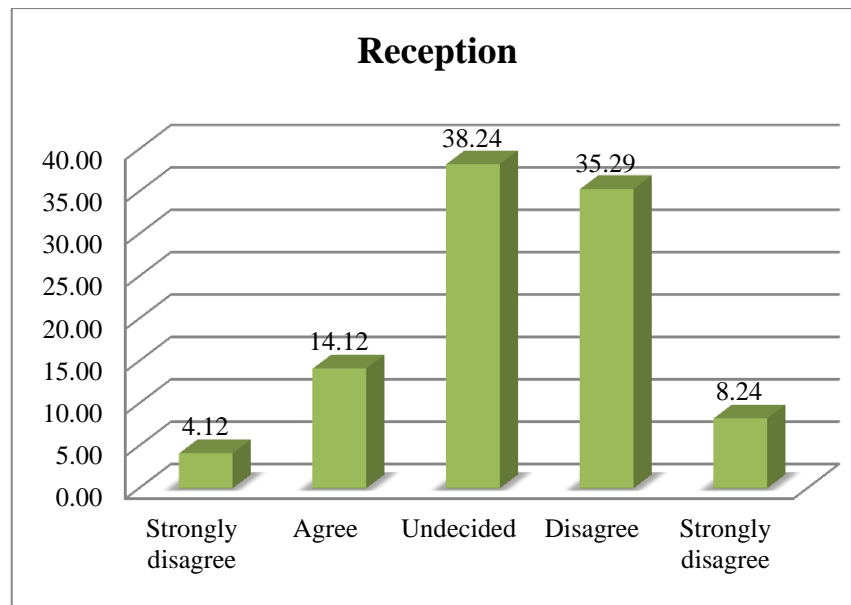
1) Student Perception Based on the indicator of reception of a stimulus

The research results on the first indicator in this study were measured with 5 statement items. The results of statistical analysis of research data obtained the average (mean) = 18, median = 18, mode = 17, standard deviation = 3. The distribution table of research results on the reception indicator can be categorized as follows:

**Table 6. Frequency Distribution of Reception of Stimulus**

Interval	Category	Frequency	Percentage
$X > 23$	Strongly agree	7	4.12
$20 < X \leq 23$	Agree	24	14.12
$17 < X \leq 20$	Undecided	65	38.24
$14 < X \leq 17$	Disagree	60	35.29
$X > 14$	Strongly disagree	14	8.24
Total		170	100

The results of the study when displayed in diagram form can be seen in the figure below:



**Figure 2. Bar Chart of Reception of A Stimulus**

Based on the distribution table and bar chart above that the research results on the reception of stimulus indicators, it is obtained that 4.12% (7 students) Strongly Agree perception, 14.12% (24 students) have Agree perception, 38.24% (65 students) have Undecided perception, 35,29% (60 students) have disagree perception and 8.24% (14 students) have a disagree perception. So

it can be concluded that the perception of eleventh-grade students towards the implementation of a *Merdeka Belajar* curriculum in English classes based on the reception of stimulus indicator is Undecided.

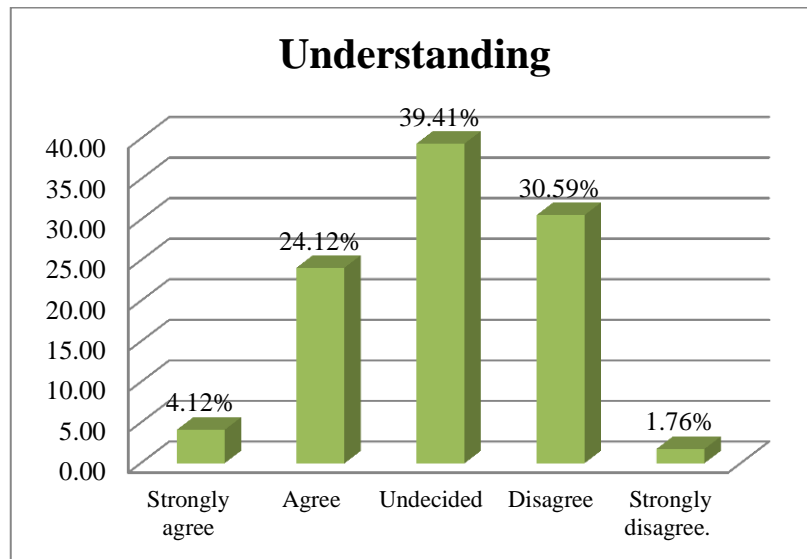
2) Student Perception Based on Indicator of Understanding

The results of the research on the understanding indicator in this study were measured by 17 statement items. The results of the assessment data analysis obtained an average (mean) = 59.16, median = 59, mode = 64, and standard deviation = 6.62. The distribution table of research results on understanding indicators can be categorized as follows:

**Table 7. Frequency Distribution of Understanding (Characteristic of *Merdeka Belajar* Curriculum)**

Interval	Category	Frequency	Percentage
$X > 70$	Strongly agree	7	4.12
$63 < X \leq 70$	Agree	41	24.12
$55 < X \leq 63$	Undecided	67	39.41
$48 < X \leq 55$	Disagree	52	30.59
$X > 48$	Strongly disagree	3	1.76
Total		170	100

The results of the study when displayed in diagram form can be seen in the figure below:



**Figure 3. Bar Chart of Understanding**

Based on the frequency distribution table and bar chart above, it is obtained that 4.12% (7 students) have a strongly agree perception, 24.12% (41 students) have agree perception, 39.41% (67 students) have undecided perception, 30.59% (52 students) have disagree perception and 1.76% (3 students) have strongly disagree perception. So it can be concluded that the perception of eleventh-grade students towards the implementation of *the Merdeka Belajar* curriculum in English classes based on the understanding factor which contains the characteristics of *the Merdeka Belajar* curriculum is undecided.

### 3) Student Perception Based on Indicator of Evaluation

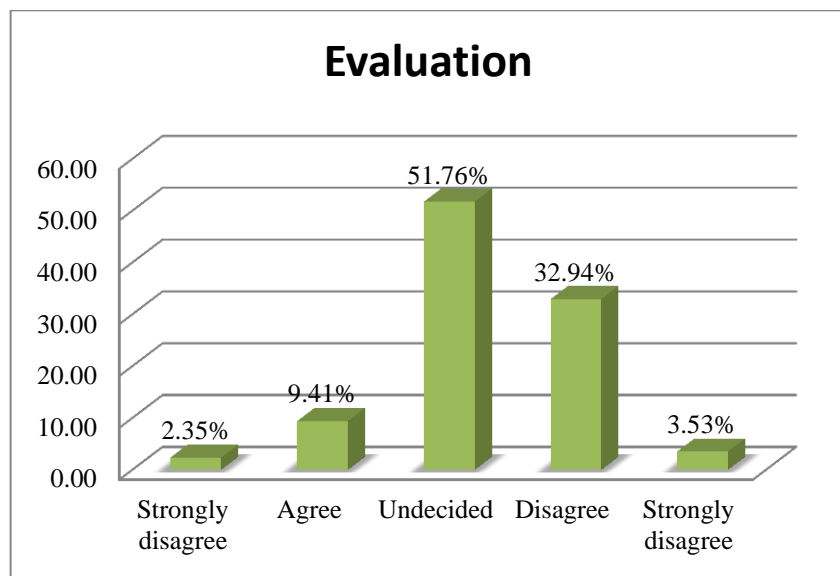
The results of the research on the evaluation indicator in this study were measured by 5 statement items. The results of the assessment data analysis obtained an average (mean) = 18, median = 18, mode = 15, and

standard deviation =3. The distribution table of research results on understanding indicators can be categorized as follows:

**Table 8. Frequency Distribution of Evaluation (Achievement of Learning Objectives)**

Interval	Category	Frequency	Percentage
$X > 23$	Strongly agree	4	2.35
$20 < X \leq 23$	Agree	16	9.41
$16 < X \leq 20$	Undecided	88	51.76
$13 < X \leq 16$	Disagree	56	32.94
$X > 13$	Strongly disagree	6	3.53
Total		170	100

The results of the study when displayed in diagram form can be seen in the figure below:



**Figure 4. Bar Chart of Evaluation**

Based on the frequency distribution table and bar chart above, it is obtained that 2,35% (4 students) have strongly agree perception, 9,41% (16 students) have agree perception, 51,76% (88 students) have undecided perception, 32,94% (56 students) have disagree perception

and 3,53% (6 students) have a strongly disagree perception. So it can be concluded that the perception of eleventh-grade students towards the implementation of *the Merdeka Belajar* curriculum in English classes based on the evaluation indicator is average.

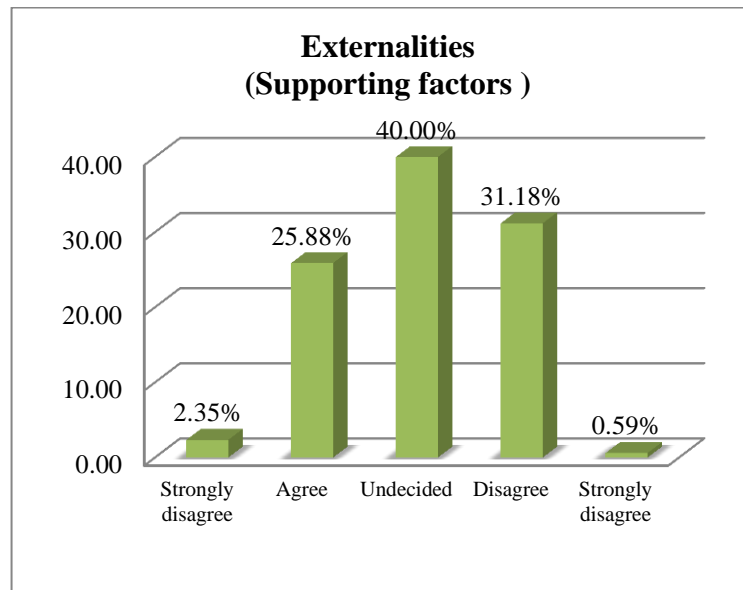
4) Student Perceptions on Aspect of External Factors (Supporting factors from outside).

The results of the research on the aspect of external factors in this study were measured by 6 statement items. The results of the assessment data analysis obtained an average (mean) = 21.46, median = 21, mode = 24, and standard deviation = 3. The distribution table of research results on understanding indicators can be categorized as follows:

**Table 9. Frequency Distribution of External Factor (Supporting Factors From Outside)**

Interval	Category	Frequency	Percentage
$X > 26$	Strongly agree	4	2.35
$23 < X \leq 26$	Agree	44	25.88
$19 < X \leq 23$	Undecided	68	40.00
$16 < X \leq 19$	Disagree	53	31.18
$X > 16$	Strongly disagree	1	0.59
Total		170	100

The results of the study when displayed in diagram form can be seen in the figure below:



**Figure 5. Bar Chart of External Factor**

Based on the frequency distribution table and bar chart above, it is obtained that 2,35% (4 students) have a very good perception, 25,88% (44 students) have strongly agree perception, 40,00% (68 students) have undecided perception, 31,18% (59 students) have disagree perception and 0,59% (1 student) have strongly disagree perception. So it can be concluded that the perception of eleventh-grade students towards the implementation of *the Merdeka Belajar* curriculum in English classes based on the external factor is undecided.

**2. Students' Perceptions Regarding the Implementation of the *Projek Penguatan Profil Pelajar Pancasila (P5)*.**

a. The explantion of *Projek Penguatan Profil Pelajar Pancasila (P5)*.

NA and SS gave the same persepstion about *Projek Penguatan Profil Pelajar Pancasila*. It is also support by Z's opinion. It was known by the result of interview as follows:

### EXTRACT 1

“Projek penguatan profil pelajar pancasila (P5) adalah pembelajaran untuk mengamati dan merenungkan solusi terhadap permasalahan yang terjadi di lingkungan ta’ kak...”

*“Projek penguatan profil pelajar pancasila (P5) is learning to observe and reflect on solutions to problems that occur in our environment.”*

“...Projek penguatan profil pelajar pancasila adalah pembelajaran lintas disiplin ilmu dalam menghormati dan mengamati dan memikirkan solusi permasalahan terhadap permasalahan lingkungan sekitar.”

*“Projek penguatan profil pelajar pancasila is cross-disciplinary learning in respecting and observing and thinking about problem solutions to environmental problems.”*

Recorded on September, 23, 2023, 10.00

Besides that, CC and NRD also had opinion about Projek Penguatan Profil Pelajar Pancasila (P5).

### EXTRACT 2

“Kalau itu projek pengauatan profil pelajar pancasila eee mungkin projek itu semacam ee bentuk pengembangan diri siswa yah karena di kurikulum ini kita tidak cuman diajarkan untuk tentang di akademik saja kak tapi untuk pengembangan diri juga seperti berwirausaha...”

*“Projek penguatan profil pelajar pancasila, maybe the project is a kind of hmm form of student self-development, because in this curriculum we are not only taught about academics but also for self-development such as entrepreneurship, and I is same by NRD perception.*

Recorded on September, 23, 2023, 10.00

### EXTRACT 3

“...Projek penguatan pelajar pancasila adalah untuk membangun membangun karakter dari siswa –siswi di SMA negeri Majene ini agar lebih baik sesuai dengan sikap cerminan dari profil pelajar pancasila”

"...The project of strengthening Pancasila students is to build the character of students in Majene public high school to be better in accordance with the attitude of reflection of the Pancasila student profile.”

Recorded on September, 23, 2023, 10.00

Based on EXTRACT 1, EXTRACT 2, and EXTRACT 3, it can be concluded that the definition of *Projek Penguatan Profil Pelajar Pancasila* (P5) is Cross-disciplinary learning in observing and thinking about solutions to problems in the surrounding environment in order to shape student self-development in accordance with the attitude of the reflection of the values in the *Pancasila* student profile.

b. The conducting of *Projek Penguatan Profil Pelajar Pancasila* (P5)

NA and A Stated that the conducting of P5 as follows:

### EXTRACT 4

“Ada kak dimana kelas 11 memiliki projek menciptakan satu hasil barang yang akan di jual belikan berasal dari sure’ atau tenunan khas suku mandar yang sangat menerapkan sila keempat yakni bermusyawarah...”

“There is, eee where class 11 has a project to create a product that will be traded from sure’ or woven typical of the mandar tribe which strongly applies the fourth precept, namely deliberation, and it is same by A’s opinion.

Recorded on September, 23, 2023, 10.00

#### EXTRACT 5

“Okey kalau di minggu pertama dan kedua itu semuanya dikumpulkan missal semua kelas sebelas dikumpulkan di aula untuk dibekali dulu terkait apa yang akan dilakukan...lalu di minggu ketiga seperti minggu ini kita disuruh untuk pergi kunjungan bisnis ke tempat-tempat yang misal ada eee apa lagi namanya missal ada pembuat kerajinan dari *lipa 'sa'be* nah kita disuruh berkunjung kesana”

“If the first and second weeks are all gathered, for example, all eleven classes are gathered in the hall to be equipped first related to what will be done, then in the third week like this week we are told to go on business visits to places that, for example, there are makers of crafts from *lipa 'sa'be* well we are told to visit there, it is almost same with SS's opinion.

Recorded on September, 23, 2023, 10.00

Beside that SAF gave opinion.

#### EXTRACT 6

“...yang semester dua itu tanaman toga yang dilaksanakan ee untuk menanam obat-obatan didepan kelas masing-masing kak”

“...”...the second semester is the toga plant which is carried out ee to plant medicines in front of each class kak”

Recorded on September, 23, 2023, 10.00

Otherwise, MAR, NRD, and Z gave the same opinion.

### EXTRACT 7

“Oo itu dilakukan setiap 1 kali dalam seminggu kak kalau kelas XI setiap hari sabtu di jam terakhir P5 ini dijadwalkan di jam yang sudah ditentukan kak projek yang sekarang itu yang akan dilaksanakan anu kak pembuatan kerajinan dari kain sure' seperti kain batik yang mempunyai ciri khas mandar dan dikreasikan nanti dalam bentuk barang kak.”

“it is done once a week kak if class XI every Saturday at the last hour P5 this is scheduled at a predetermined hour kak the current project will be carried out, making crafts from *sure* cloth' such as batik cloth that has the characteristics of the *mandar* and created later in the form of goods, it is same by MAR and NRD's opinion.

Recorded on September, 23, 2023, 10.00

Based on EXTRACT 4 until EXTRACT 7, it can be concluded that implementation of *Projek Penguatan Profil Pelajar Pancasila (P5)* carried out once a week every Saturday at the last hour of learning, in the first and second weeks students are given knowledge related to what projects will be carried out then in the third week students make business visits to places that are in accordance with the project to be carried out after that the following week students begin to practice together with their group friends. There are several products made including making sure crafts and will be contested in each class.

- c. The student's feeling during follow *Projek Penguatan Profil Pelajar Pancasila (P5)*

SS, Z, and NRD stated their complained about the presence of *Projek Penguatan Profil Pelajar Pancasila (P5)*.

**EXTRACT 8**

“Capek, ada senangnya juga, yang kasih capek ki itu kak pasti dipikirri tugas tugas ta yang lain, pokoknya terbagi fikiran ta mauki kerja proyek tapi di pikir i juga dengan tugas ta yang lain, capekki kak! Kalau yang senangnya, enak dirasa Karena sama-sama ki teman ta kerja i, intinya susah ki sesuaikan waktu ta.”

“I'm tired, there's a time too, what makes me tired is that I will think of my other tasks. which of course, I think will be divided. When I want to work on the project but on the other hand there are also tasks, I'm tired ! If it's happy to be happy with friends doing projects, the point is we have difficulty adjusting our time, it is same by S's opinion.

“Eee sebenarnya untuk P5 tidak terlalu senang jka kak, karena kan memakan waktu lagi...”

“Actually, for P5, I'm not too happy because it takes a lot of time...”

Recorded on September, 23, 2023, 10.00

On the other hand, NA, CC, and SAF stated that they were happy with P5 but they also complained about the implementation of P5.

### **EXTRACT 9**

“Kalau boleh jujur kak, saya sangat tertarik pada projek ini karena ini merupakan kali pertama saya menerapkan projek di kurikulum merdeka namun di lain sisi kami juga kadang merasa sangat lelah karena projek dilakukan setelah sekolah sampai menjelang sore.”

“To be honest kak, I am very interested in this project because this is the first time I have implemented a project in the independent curriculum but on the other hand we also sometimes feel very tired because the project is done after school until late in the afternoon, it is same with CC’s argument and complained about the cost of making the project”

Senangnya ya’ bisa memiliki pengalaman baru ee bisa terjun langsung ke lapangan ee mulai dari produksi, distribusi sampai ke konsumen bagaimana ya’ itu sedihnya ya’ mungkin karena kita sebagai pelajar mungkin waktunya akan tidak kurang

The good thing is that we can have new experiences ee can go directly

In contrast, MAR and A stated that they were happy with P5 without any complaints.

### **EXTRACT 10**

“Jujur kak saya pribadi merasa senang karena dapat mengembangkan skill dan karakter dari diri pribadi dan masih banyak hal lagi yang bisa saya pelajari di P5 ini yang lebih serunya kak karena kita yang berperan aktif di P5 ini jadi peserta didik mampu mengeksplorasi apa-apa yang belum mereka ketahui”

“Honestly, I personally feel happy because I can develop skills and character from myself and there are many more things that I can learn in this P5, which is more exciting because we play an active role in this P5 so that students are able to explore what they don't know, it is support by MAR's opinion.

Recorded on September, 23, 2023, 10.00

Based on EXTRACT 8 until EXTRACT 10, it can be concluded students feel happy and interested in this P5 programme because it can develop the skills and character of a person but it cannot be denied that many students also complain about the implementation of this P5 due to the difficulty of adjusting to other tasks on the other hand students also feel tired because the practice of the project is done after returning home.

- d. The benefit of P5 that the students got after following the implementation of P5

NA and A almost had the same opinion about the benefit of P5.

#### EXTRACT 11

“Sangat banyak hal yang bisa saya dapatkan selama projek kak, diantaranya kak sikap saling menghargai pendapat orang lain, menambah wawasan tentang alam dan kehidupannya...”

“There are so many things that I can get during the project, including the attitude of respecting other people's opinions, adding insight into nature and life...”

“Kalau manfaatnya kak ee saya menjadi terbantu untuk dengan projek P5 ini untuk bersosialisasi di kehidupan sekolah umum, saling menghargai pendapat satu sama lain, mampu bekerja sama dalam tim dan masih banyak lagi kak.”

As for the benefits, ee I have been helped by this P5 project to socialise in public school life, respect each other's opinions, be able to work together in a team and many more

Recorded on September. 23. 2023. 10.00

Besides that, MAR and SS gave another opinion.

#### EXTRACT 12

“...Bermanfaat I juga bagi lingkungan karena mengurangi sampah. Kalau manfaat untuk perindividu, kalau saya kak, menambah I wawasanaku, dan juga lebih seringki berkomunikasi dengan temanku”

“...It is also beneficial for the environment because it reduces waste. As for the benefits for individuals, for me, it broadens my horizons, and also communicates more frequently with my friends, and it is support by MAR's Opinion.

Recorded on September, 23, 2023, 10.00

Then, CC, SAF, NRD, and Z gave the same opinion.

EXTRACT 13

“Banyak kak pertama menambah wawasan, pengalaman apalagi eee mendapatkan skill baru eee serta tidak bingung nanti kak kalau misalkan mau membuka satu usaha bagaimana caranya merencanakan, mengorganisasikan, melaksanakan serta mengawasi kak”

There are many, firstly to add insight, experience, especially eee get new skills eee and not be confused later kak if for example you want to open a business how to plan, organise, implement and supervise.

Recorded on September, 23, 2023, 10.00

Based on EXTRACT 11 until EXTRACT 13, it can be concluded that there are many benefits obtained by the P5 program, including students being able to broaden students' horizons, increase student creativity, gain new skills and be able to plan, organise, implement a project or business carried out.

- e. The Students were help by P5 in understanding and applying the values of *Pancasila* in daily life.

All students almost gave the same opinion. Here are the opinions given by students :

#### EXTRACT 14

“Ya kak dimana tadi saya sudah jelaskan bahwasanya kita diminta untuk menerapkan sikap-sikap yang patuh kepada Pancasila. Banyak sikap yang dapat menjadi contoh kepatuhan Pancasila seperti patuh kepada guru yang menerapkan sila ke 2, bermusyawarah menerapkan sila ke 4, sikap saling menghargai menerapkan sila ke 3 dan banyak lainnya.”

“Yes, where I have explained that we are asked to apply attitudes that are obedient to *Pancasila*. Many attitudes can be an example of compliance with *Pancasila* such as obeying teachers who apply the 2nd precept, deliberating to apply the 4th precept, respecting each other applying the 3rd precept and many others.”

“Tentu saja kak ada banyak nilai-nilai Pancasila yang bisa dipahami dan diaplikasikan diantaranya itu kak dengan Proyek P5 kita bisa paham tentang bagaimana berperilaku adil, mampu berpartisipasi aktif dalam kelompok atau gotong royong, lebih mandiri, terus lebih kreatif.”

“Of course, there are many values of Pancasila that can be understood and applied, including that with Project P5 we can understand how to behave fairly, be able to actively participate in groups or mutual cooperation, be more independent, and continue to be more creative.”

Recorded on September, 23, 2023, 10.00

Based on EXTRACT 14, it can be concluded that it is true that with the implementation of P5 in the school, students realise that they are able to understand and apply values in accordance with the student profile of *Pancasila* including deliberation, mutual respect, how to behave fairly, being able to actively participate in groups or mutual cooperation, and being more independent.

f. The advantages and weaknesses of P5

The following are some student responses regarding the advantages and disadvantages of the implementation of *Projek Penguatan Profil Pelajar Pancasila (P5)*:

EXTRACT 15

“Lapar dan ngantuk kak jadi begini kak kalo saya mendapati jadwal projek biasanya itu di hari-hari tertentu yang jadwal pelajaran padat dan susah. Kalo projeknya kak sudah baik dan bagus kalau kekurangannya kadang nda ada gurunya yang masuk kak”

“Hungry and sleepy kak so this is how kak if I get a project schedule it is usually on certain days with a busy and difficult lesson schedule. If the project kak is good and good if the shortcomings sometimes there is no teacher who comes in kak”

NA, Recorded on September, 23, 2023, 10.00

#### EXTRACT 16

“Nah hhhhh kalo kelebihan pasti banyak yah yang pertama tadi skill ta' bertambah bisa meningkat lagi tapi untuk kekurangan dari kita' capek ki kak kayak bolak balik kunjungan ini kunjungan itu kayak capek pertama tenaga ta' itu terkuras habis apalagi misal sekarang pulang nya jam satu eee jam 2 kak kalau kelas 10 kemarin masih mending lah karena pulang nya setengah satu langsung proyek kalo ini jam 2 baru proyek lagi kunjungan bisnis lagi dan kunjungan bisnisnya itu kadang kita ini nanti ke tinambung in sya allah terus itunya sih habis bensin”

“Well hhhhh if the advantages are definitely a lot, the first is that the skills increase can increase again but for the disadvantages of us 'tired like going back and forth this visit the visit is like tired first calm ta' it is drained especially for example now the return home at one o'clock eee 2 o'clock kak if class 10 yesterday was still cool because the return home at half past one directly project if this is at 2 o'clock new project again business visit again and the business visit sometimes we will go to tinambung *in sha allah* then that's the petrol run out anyway”

CC.Recorded on September, 23, 2023, 10.00

#### EXTRACT 17

“kekurangannya biaya ta’ nda cukup I untuk membeli bahan-bahan yang mau kita bikin dari factor ekonomi juga begitu kak... ada beberapa orang yang Pake jam karet I kak bilangki jam 11 baru jam 12 datang tidak mengefisienkan waktu kak kurang disiplin”

"The shortcomings are that the cost is not enough to buy the materials we want to make from the economic factor as well... there are some students who use the rubber clock at 11 o'clock and then come at 12 o'clock... it is not time efficient, it lacks discipline."

SAF, Recorded on September, 23, 2023, 10.00

#### EXTRACT 18

“...menurut saya ini juga dia kekurangannya P5 ee karena disaat kita capek ngantuk dan lapar disitu kita dipaksa kembali untuk mangaktifkan otak supaya bisa menerapkan atau melaksanakan proyek P5 ini jadi kami kesulitan... namun disisi lain Proyek tersebut tetap akan berguna karena ini kita bisa menghasilkan suatu barang dan bisa kita mengimplementasikan prosedur yang ada di proyek yang bisa

disalurkan di kehidupan bermasyarakat jadi tetap dilakukan ini P5”

in my opinion this is also the drawback of P5 ee because when we are tired, sleepy and hungry there we are forced to reactivate our brains so that we can implement or carry out this P5 project so we have difficulty ... but on the other hand the project will still be useful because we can produce an item and we can implement the procedures in the project that can be distributed in social life so we still do this P5

MAR,Recorded on September, 23, 2023, 10.00

#### EXTRACT 19

“Kalau kekurangannya kk, eee capek, terus kayak terkendala dimana ki mau kumpul kerja proyek, karena ada dari tinambung masa yang di tinambung ke majene dan begitu sebaliknya! Eee masalah biaya juga. Kalau kelebihanya kak, menambah wawasan sama bermanfaat bagi masyarakat.”

“As for the disadvantages, I'm tired, and then it's like I'm constrained by where I want to gather for project work, because there are people from Tinambung who go to Majene and vice versa! Eee cost problems too. As for the advantages, it adds insight and benefits the community.”

SS, Recorded on September, 23, 2023, 10.00

#### EXTRACT 20

“kadang bosan ki menunggu guru atau kadang tiba-tiba guru nda bisa datang jadi kayak sia-sia jaki menunggu. Terus masih kurang penerapannya kak, teknisnya arahnya mau kemana...Kelebihannya, ehh kerjasamanya sih kak, tapi bagus i kalau di campur i dengan kelas lain supaya lebih luas I relasinya.”

Sometimes I get bored waiting for the teacher or sometimes the teacher suddenly can't come so it's like waiting in vain. Then the application is still lacking kak, technically where the direction is going...The advantages, ehh the cooperation anyway, but it's good if it's mixed with other classes so that the relationship is wider I

NRD, Recorded on September, 23, 2023, 10.00

#### EXTRACT 21

“Kalau kelebihanannya kak menurutku yah ituji kak bisa menguatkan karakter dan kompetensi siswa dan membuat siswa lebih aktif kalau kekurangan kak hmmm lebih boros biaya, lebih memakan waktu, dan tentu menguras tenaga kak kemudian harus I lebih teratur diolah kak supaya bisa tercapai tujuan yang ingin dicapai ituji kak oo”

“If the advantages kak in my opinion, well, it can strengthen the character and competence of students and make students more active if the disadvantages kak hmmm are more costly, more time consuming, and certainly draining kak then it must be more regularly processed kak so that the goals to be achieved can be achieved, oo kak”

Z, Recorded on September, 23, 2023, 10.00

#### EXTRACT 22

“Kelebihan P5 adalah menciptakan pemahaman yang lebih baik tentang Pancasila, mengajarkan siswa untuk berpikir kritis, dan mengembangkan karakter yang baik. Kekurangan itu kak implementasinya harus lebih terarah lagi karena saya rasa akan kurang efektif juga kalau belum direncanakan dengan matang kemudian di implementasikan.”

The advantages of P5 are creating a better understanding of Pancasila, teaching students to think critically, and developing good character. The disadvantages are that the implementation must be more focused because I think it will be less effective if it has not been carefully planned and then implemented.

A, Recorded on September, 23, 2023, 10.00

Based on EXTRACT 15 until EXTRACT 22, it can be concluded that students find shortcomings and advantages in the implementation of the Project on strengthening the profile of Pancasila students (P5) when viewed from the advantages that in the implementation of P5 students get several benefits including being able to add insight, increase competence, strengthen character, and make students able to think critically, actively and more independently. Then on the other hand, when viewed from the shortcomings, all students complained about the implementation of the project because the implementation of the project was considered too busy and caused students difficulties during the implementation of the project. in addition, there are other complaints expressed by students, including from teachers who sometimes do not come in to supervise during project hours, students feel sleepy and

hungry at the end of the hour after school, then students also stated that The implementation of the P5 project is still less focused and still not effective in its implementation.

## ***B. Discussion***

The *Merdeka Belajar* curriculum is a new policy deliberately created by the Kemendikbud to encourage the quality of education levels. Kemendikbud, Nadiem Anwar Makarim launched the *Merdeka Belajar* Curriculum program on February 11, 2022, through online (Sumantri et al, 2023). The main objective of the *Merdeka Belajar* policy is to accelerate the quality of education in Indonesia and strengthen various aspects of education, from the curriculum, strengthening students and teaching staff to educational support.

According to Suyanto (2020), *Merdeka Belajar* is a policy designed by the government to make a big leap in the quality aspect of education to produce students and graduates who excel in facing complex future challenges. In this case, in the context of preparing students to face the challenges of a complex future, it is known that there are several principles and elements emphasized in the concept of the *Merdeka* Curriculum. These principles include student autonomy, project-based learning, development of 21st-century skills, independence and responsibility, emphasis on technology and digital resources, emphasis on creativity and innovation, and performance-based evaluation. By applying these principles, students can achieve greater

success in solving complex problems and making positive contributions to society and the globalized world.

Based on the results of research conducted on 1 August 2023 in Majene district at SMA Negeri 2 Majene. It can be seen that there are various kinds of student perceptions given through questionnaires that have been distributed using google forms. To determine a person's perception of an object, it is necessary to pay attention to the indicators of perception. In this case, the results of the research that have been analyzed regarding the perception of grade XI students towards the implementation of *the Merdeka Belajar* curriculum in English subjects at SMA Negeri 2 Majene, include 3 indicators of perception and supporting factors for *Merdeka Belajar* curriculum. In this study, there are 4 aspects measured, first the acceptance aspect, second the understanding aspect related to the characteristics of *the Merdeka Belajar* curriculum, third the assessment aspect of each individual related to learning objectives, and finally, the external aspect related to the supporting factors for the implementation of *Merdeka Belajar* curriculum.

The first aspect is the object absorption/acceptance indicator. In this indicator, learners will receive information related to the *Merdeka Belajar* Curriculum based on the implementation carried out at school. This acceptance will result in responses or perceptions from students. The results of data analysis on the absorption indicator show that students have average perception with a percentage of 38.24%. This means that students have been able to undergo a new process in implementing the *Merdeka Belajar*

curriculum so it is hoped that an increase in the quality of education can be achieved. In learning English class XI at SMAN 2 Majene, educators are given the freedom to adapt teaching modules provided by the government and teachers adjust to the characteristics of their students. The learning process is more enjoyable through digital-based learning such as the creation of videos related to the learning theme and the use of google forms used by teachers. Based on this explanation, it can be seen that the absorption or understanding of the individual can affect the individual's perception of an object. this is in line with the findings conducted by (Akbar, 2015) which states that the results of his analysis through the absorption/acceptance indicator are known to be the inequality of absorption or stimuli received from each student influences the perception produced by each student.

The second aspect is the comprehension indicator. This aspect is the response of students regarding their understanding of the independent learning curriculum. Referring to the Ministry of Education and Culture's material, there are 3 main characteristics of the *Merdeka Belajar* curriculum, namely project-based learning, focus on essential material and teacher flexibility. Based on the results of data analysis on the understanding indicator, students have *an average* perception with a percentage of 39.41%. This means that students already have an average understanding of the characteristics of *the Merdeka Belajar* Curriculum. Judging from the implementation of the curriculum in the learning process at SMA Negeri 2 Majene in English subjects which refers to the 3 characteristics of the *Merdeka Belajar*

Curriculum. This is evidenced by the implementation in the learning process related to the first characteristic which states that project-based learning has been implemented, Then the second is the focus on essential material that teachers have adjusted important English subject matter that students must master and understand. And the last is teacher flexibility that the teacher has adjusted student learning needs and learning techniques.

From the explanation above, it is known that the understanding indicator has an influence on perception by the results of this study that students' perceptions are formed through the process of interpreting the information received. The information in question here can be seen from the way the teacher applies the curriculum in learning which refers to 3 characteristics. The application of the curriculum carried out by the teacher in the classroom has been implemented properly. This is almost the same as previous research conducted (Mashuri, 2017) that in his research which indicates that teachers as individuals who interact directly with students provide a good stimulus so that students have a good perception of physical education learning at SMA Muhammadiyah Kediri. A teacher who directly interacts with students must be able to provide a good stimulus so that a good understanding will be created.

The third aspect, namely the evaluation indicator. At this stage, students can assess what the implementation of the independent curriculum is like in the school. This aspect is related to the objectives of learning in the concept of a *Merdeka Belajar* Curriculum. Tohir, (2020) explains that the

objectives of the *Merdeka Belajar* Curriculum include encouraging the independence of students, increasing holistic intelligence, facilitating lifelong learning, and respecting diversity and local culture. Based on the results of data analysis on evaluation indicators, students have an average perception with a percentage of 51.76%. This means that SMA Negeri 2 Majene in determining learning outcomes has gone quite well by the objectives of the *Merdeka Belajar* Curriculum. In the *Merdeka Belajar* Curriculum, teachers give freedom to students so that they can provide wider opportunities in exploring students' interests and talents in learning. By the results of previous research conducted by Mayasari et al. (2023), the results of learning outcomes are declared successful and can get a good perception if the learning objectives have been achieved. This means that student perceptions are influenced by each individual's assessment of the learning objectives of each individual.

The last indicator is the external aspect related to the supporting factors for the implementation of the *Merdeka Belajar* curriculum. Based on the results of data analysis on external aspects, students have an average perception with a percentage of 40.00%. This means that the school, teachers, principal, and others have sufficiently supported the implementation of the *Merdeka Belajar Curriculum*, one of which is the availability of facilities used in the teaching and learning process.

Based on these four aspects, the results obtained from the overall perception of class XI students on the implementation of the *Merdeka Belajar*

curriculum in English subjects at SMA Negeri 2 Majene as a whole have an average of 116 which is in the interval  $199 < X \leq 223$  which is categorized as quite good. In detail, it shows that 6.47% (11 students) have strongly agree perception, 26.47% (45 students) have agree perception, 33.53% (57 students) have undecided perception, 32.35% (55 students) have disagree perception and 1.18% (2 students) have disagree perception. This result states that the overall perception of grade XI students towards the implementation of *the Merdeka Belajar* curriculum in English subjects at SMA Negeri 2 Majene is average.

As the results mentioned above, it can be explained that most students have perceptions that indicate that the implementation of the *Merdeka Belajar* curriculum in English classes is fully acceptable, but in this case, it is still not fully implemented effectively. The acceptance of the implementation of the *Merdeka Belajar Curriculum* is marked by the readiness of students who already have a sufficient understanding of the objectives and benefits of the *Merdeka Belajar Curriculum*. This is supported by the perceptions of students who state that the curriculum has been accepted quite well. In addition, support from the education system, schools, and teacher is also sufficient. This is evidenced by the availability of facilities needed in the learning implementation process. So it can be concluded that the implementation of this independent curriculum is average.

This is not much different from previous research "Analysis of Perceptions of Class X Learners in Economic Learning Towards the

Implementation of the *Merdeka Belajar Curriculum* at SMA Negeri 4 Banjarmasin" The results of the analysis show that the perceptions of students at SMA Negeri 4 Banjarmasin towards the implementation of an *Merdeka Belajar Curriculum* are very well accepted. Schools have implemented digitalization in learning. Teachers have used various digital-based media such as learning videos, for quizzes using the Kahoot application and also quiz so that students can feel independent learning they are also free to search for subject matter not only from student worksheet books but can be through other media such as cellphones, or from newspapers and scientific articles and journals (Mayasari et al., 2023).

Then in the research conducted by Fahira, (2022) with the title "Student Perception of Class Ten on the Implementation of the *Merdeka Belajar Kurikulum* On Learning IPS at SMA 1 Bukit Sundi" The result of the research found that the implementation of the *Merdeka Belajar Curriculum* in class X students of SMA 1 Bukit Sundi has been well received. They can accept it well. The students' perception table shows 73%, The implementation of the new curriculum has been running effectively. Changes can be made if all school members can collaborate and support each other.

Based on this explanation, it can be concluded that the implementation of the *Merdeka Belajar Curriculum* is good to do. This is evidenced by some of the research results described above and the findings in this study that on average students have accepted the existence of the *Merdeka Belajar Curriculum* even though in this study the implementation of the curriculum is

still not effective enough to be held. In addition, based on the analysis through the indicators of perception determined in this study, it can be seen that differences in perception are influenced by the inequality of absorption or stimuli received, lack of stimulation or understanding so that the results of the assessment or evaluation of each individual are different.

Then, researchers also find out the perceptions of students regarding the project to strengthen the profile of Pancasila students or commonly abbreviated as P5. It can be seen that there are various kinds of student perceptions of the implementation of P5. Based on the results of interviews, that students have positive and negative perceptions of the implementation of the *Projek penguatan profil pelajar pancasila* or have undecided perceptions. It is evident that some perceptions of students who feel happy with the project because with the P5 project, students get a lot of lessons where their skills are honed, their insight increases, creativity increases, and more importantly they can understand and apply the values of the Pancasila student profile. Students realised that after the implementation of the P5 project they were able to work well together (*gotong royong*), more able to respect the opinions of others, think critically, be more independent, learn discipline, and be able to participate in groups.

As (Rozana et al., 2023) in his book explained that the *Profil Pelajar Pancasila* has 6 dimensions of the *Profil Pelajar Pancasila* that are interrelated and supportive, including Faith, Global Diversity, *Gotong Royong*, Mandiri, Critical and Creative Thinking. From these dimensions, it is stated that some

of these dimensions are in accordance with what has been stated by students where with P5 students can apply values that are in accordance with the Pancasila student profile. This is in accordance with research conducted (Mery et al., 2022) which suggests that the *Projek penguatan profil pelajar pancasila* is designed so that students can investigate, solve problems and make decisions. Through this project, the cultivation and development of the character of *gotong royong* and creativity in students can be implemented.

Then when viewed from students' perceptions regarding the shortcomings of the implementation of P5, it can be seen that almost all students who have been interviewed by researchers complain about the implementation of the project, this is evidenced by the statement that they feel their schedule is too busy because of the many tasks given by the teacher. It is known that the project implementation schedule is carried out at the end of the subject hours where students already feel tired and sleepy with all the learning activities that have been carried out from the previous subjects so that students therefore sometimes feel less enthusiastic in participating in project classes.

Then from the teacher's side, it is also still lacking discipline because sometimes it is difficult for students to wait for hours but the teacher suddenly does not come in to assist the implementation of project tasks. It can be concluded that students consider that the implementation of P5 is still less directed in terms of implementation, but when faced with projects, students accept it well.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. *Conclusion*

Based on the results of the research and discussion related to student perceptions of the implementation of the *Merdeka Belajar* curriculum and the *projek penguatan pemuda pelajar Pancasila*, it can be concluded as follows:

1. All students who are respondents to this study have diverse perceptions of the implementation of the *Merdeka Belajar* curriculum in English classes. The researcher found that students in the eleventh grade of SMA Negeri 2 Majene were categorized as "Undecided". This is evidenced by the results of the questionnaire which reached a percentage of 33.53% and was categorized as quite good based on the category of questionnaire scores on the Likert scale. Therefore, it can be indicated that the implementation of *the Merdeka Belajar* curriculum in English classes is fully acceptable, but in this case, it is still not fully implemented effectively.
2. Based on the results of interviews, it can be seen that students' perceptions of the implementation of the Pancasila Student Profile Strengthening Project in peer classes. Based on the results of interviews, that students have positive and negative perceptions of the implementation of the *Projek penguatan profil pelajar pancasila* or they have undecided perceptions. Students consider that the implementation of P5 is still less directed in terms of its implementation, but when faced with the project, students accept it well.

## ***B. Suggestion***

### 1. For the Students

The *Merdeka Belajar* curriculum system is a fairly new learning system and has been implemented for approximately 2 years in various schools after the pandemic. especially for students at SMA Negeri 2 Majene, they must be able to adjust a lot of learning to be able to face changes in the new learning system so that it can be well received.

### 2. For the Teachers

It is expected that teachers who function as facilitators in implementing the *Merdeka Belajar* curriculum, teachers must pay attention to students' perceptions of the new curriculum used. If this is known, the teacher will find it easier to implement it so that students can follow the learning well and be carried out smoothly.

### 3. For School

For schools to prepare all the facilities needed in the implementation of the new curriculum so that there are no more constraints in the learning process.

### 4. For the Government

As the regulator, the government should review the new curriculum under any circumstances. In addition, the government should also organize teacher training in this regard to reduce undesirable possibilities.

## 5. For the Other Researcher

The research design in this thesis uses a quantitative descriptive method to generalize the perceptions of all students. It is recommended that future researchers use other research designs to find out more about student perceptions. In addition, the researcher also hopes that future researchers will find out the teacher's perception of the *Merdeka Belajar* curriculum.

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## Appendix 1. Research Permit

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

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**IZIN PENELITIAN**

Nomor : 338/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 070/349/MII/2023 Tanggal 25 Juli 2023 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :


N a m a	: NURHAKIKI
Pekerjaan	: Mahasiswi
N I M	: 10256119001
Program Study/Jurusan	: S1 Tarbiyah dan Keguruan
Universitas	: STAIN Majene
Alamat	: Pabettengan Desa Taan Kec. Tapalang Kab. Mamuju

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul **“PERCEPTION OF ELEVENT-GRADE STUDENTS REGARDING THE IMPLEMENTATION OF MERDEKA BELAJAR CURRICULUM IN ENGLISH CLASSES SMAN 2 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) Exemplar copy 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 : 31-07-2023  
Kepala Dinas

  
**Hj. LIES HIRAWATI THAHIR, S.Sos, M.Adm. Pemb.**  
Pangkat, Pembina Utama Muda  
Nip. 196809281992032011



**LAMPIRAN 2 : Instrumen Grid**

Variabel	Aspek	Indikator		Nomor Pernyataan		Total
				Positive	Negative	
Persepsi siswa kelas XI terhadap implemtasi kurikulum merdeka belajar dalam kelas bahasa inggris di SMAN 2 Majene	Penerimaan rangsangan/ objek dari luar individu	Persepsi terhadap kurikulum merdeka belajar		1,2,3,4,5,	0	5
	Pemahaman terhadap objek	Karakteristik Kurikulum Merdeka Belajar	Pembelajaran Berbasis proyek	6,7,9	8	17
			Fokus pada materi essensial	11,12,13,14	10	
			Fleksibilitas dalam belajar	15,16,17,18,20,21,22	19	
	Penilaian individu	Ketercapaian tujuan pembelajaran		23,24,25,26	27	5
Eksternalitas (Faktor pendukung dari luar)	Faktor pendukung kurikulum merdeka belajar		29,30,31,32,33	28	6	

### Appendix 3 : Questionnaire

Keterangan:

- STS = Sangat Tidak Setuju  
 TS = Tidak Setuju  
 N = Netral/Ragu-Ragu/Kurang Setuju  
 SS = Sangat Setuju  
 S = Setuju

No	Pertanyaan/Pernyataan	STS	TS	N	SS	S
1.	Saya merasa senang dengan sistem kurikulum baru dengan menggunakan kurikulum Merdeka Belajar.					
2.	Saya merasa senang dengan kelas bahasa inggris selama sekolah menggunakan sistem kurikulum merdeka belajar.					
3.	Saya memperhatikan pembelajaran bahasa inggris dengan baik.					
4.	Saya terlibat aktif dalam pembelajaran bahasa inggris di kelas.					
5.	Saya merasa kurikulum Merdeka Belajar memberikan ruang lebih bagi kreativitas dalam pembelajaran Bahasa Inggris					
6.	Implementasi dari kurikulum merdeka terdapat pembelajaran proyek yang dapat menambah pengalaman belajar saya.					
7.	Dengan adanya pembelajaran proyek membuat saya lebih aktif berdiskusi dan bekerja sama dengan teman-teman di kelas.					
8.	Pembelajaran proyek membuat pembelajaran sangat membosankan dan tidak menarik sehingga membuat saya kurang aktif dalam proses kegiatan pembelajaran bahasa inggris.					
9.	Dengan adanya pembelajaran proyek membuat saya menjadi siswa yang aktif, kreatif, dan mandiri dalam pembelajaran					
10.	Saya kurang menyukai pembelajaran yang hanya berfokus kepada teori saja dan					

	bersifat hafalan dalam belajar bahasa inggris					
11.	Ketika guru menjelaskan guru selalu menghubungkan antara materi pelajaran bahasa inggris dengan kehidupan nyata terlihat lebih jelas bagi saya.					
12.	Guru selalu memberikan kesempatan untuk berdiskusi dikelas.					
13.	Saya tidak merasa malu bertanya kepada guru dan teman ketika tidak mengerti materi yang telah dijelaskan oleh guru.					
14.	Ketika guru memberikan gambar,cerita, atau masalah maka saya dapat memberikan tanggapan yang beragam terhadap soal gambar, cerita, atau masalah tersebut.					
15.	Saya setuju jika kurikulum merdeka merupakan upaya untuk mengoptimalkan proses pembelajaran di kelas.					
16.	Saya sangat menyukai kegiatan literasi baik itu dalam kelas maupun diluar kelas.					
17.	Guru selalu menjelaskan materi secara detail dan mendalam.					
18.	Materi yang dijelaskan secara rinci dan membuat proses pembelajaran menjadi lebih aktif di kelas.					
19.	Jam pembelajaran pada kurikulum merdeka di kelas terlalu panjang sehingga membuat pembelajaran kurang efektif dan sulit berkonsentrasi.					
20.	Saya sangat menyukai pembelajaran proyek karena pembelajaran proyek dilaksanakan secara santai,tenang, dan menyenangkan.					
21.	Materi-materi yang disampaikan oleh guru sesuai dengan minat dan mudah diapahami.					
22.	Saya lebih menyukai proses belajar yang interaktif daripada hanya mencatat dan mendengarkan saja tanpa ada interaksi langsung dengan guru.					
23.	Dengan adanya kurikulum merdeka saya dapat berkolaborasi dengan siswa untuk					

	menyelesaikan beragam persoalan.					
24.	Sistem kurikulum merdeka belajar memberikan saya kesempatan lebih luas dalam mengeksplorasi minat dan bakat saya dalam belajar					
25.	Guru memberikan tugas dalam bentuk portofolio,tugas proyek, presentasi, dan tugas yang sesuai dengan kemampuan siswa.					
26.	Saya merasa senang dengan penggunaan sumber belajar yang beragam dalam pelajaran Bahasa Inggris					
27.	Saya merasa kurikulum Merdeka Belajar kurang membantu meningkatkan keterampilan berbicara dan berkomunikasi dalam Bahasa Inggris					
28.	Saya merasa penggunaan fasilitas dalam belajar belum memenuhi kebutuhan siswa.					
29.	Dalam belajar guru lebih memanfaatkan sumber pembelajaran dari internet.					
30.	Saya senang dengan adanya pemanfaatan teknologi dan komunikasi (TIK) sehingga saya bisa mengakses sumber belajar secara luas.					
31.	Saya kesulitan dalam mengakses sumber pembelajaran dari internet.					
32.	Kepala sekolah mendukung terlaksananya implementasi kurikulum merdeka belajar dalam pembelajaran dengan memfasilitasi guru dalam melakukan inovasi pembelajaran.					
33.	Saya merasa terbantu dengan penggunaan aplikasi edukasi interaktif yang digunakan guru sebagai alat bantu pembelajaran.					

#### **Appendix 4 : Interview Questions**

- a) Menurut Anda apa itu projek penguatan profil pelajar pancasila (P5)?
- b) Seperti apa pelaksanaan projek penguatan profil pelajar pancasila (P5) di sekolah Anda?
- c) Bagaimana perasaan anda pada saat pada saat ikut terlibat dalam projek penguatan profil pelajar pancasila (P5)?
- d) Apa manfaat yang anda dapatkan setelah mengikuti pelaksanaan projek penguatan profil pelajar pancasila (P5)?
- e) Apakah anda merasa pelaksanaan projek penguatan profil pelajar pancasila (P5) membantu anda untuk bisa lebih memahami dan mengaplikasikan nilai-nilai pancasila dalam kehidupan sehari-hari anda ?
- f) Menurut anda apa saja kekurangan dan kelebihan dari projek penguatan profil pelajar pancasila (P5) ini?

## Appendix 5 : Interview Transcript

First Informan

Nama Informan	: NA
Kelas	: XI. 5
Tanggal Pelaksana	: 20 September 2023

Interviewer	Menurut ta' apa itu proyek penguatan profil pelajar pancasila (P5)?
Informan	Proyek penguatan profil pelajar pancasila (P5) adalah pembelajaran untuk mengamati dan merenungkan solusi terhadap permasalahan yang terjadi di lingkungan ta' kak terus profil pelajar pancasila seperti logo yaitu beriman dan bertakwa kepada Tuhan yang maha esa, mandiri, bernalar kritis, kreatif, bergotong royong, dan berkebhinekaan global.
Interviewer	Seperti apa pelaksanaan proyek penguatan profil pelajar pancasila di sekolah ta' dek?
Informan	Ada kak dimana kelas 11 memiliki proyek menciptakan satu hasil barang yang akan di jual belikan berasal dari sure' atau tununan khas suku mandar yang sangat menerapkan sila keempat yakni bermusyawarah. Dimana saat kami dibagi menjadi berbagai kelompok kita akan bermusyawarah untuk mendapatkan hasil yang maksimal
Interviewer	Bagaimana perasaan anda saat ikut terlibat dalam pelaksanaan proyek P5?
Informan	Kalau boleh jujur kak, saya sangat tertarik pada proyek ini karena ini merupakan kali pertama saya menerapkan proyek di kurikulum merdeka namun di lain sisi kami juga kadang merasa sangat lelah karena proyek dilakukan setelah sekolah sampai menjelang sore.
Interviewer	Apa manfaat yang didapatkan dek setelah mengikuti pelaksanaan proyek penguatan profil pelajar pancasila (P5)?
Informan	Sangat banyak hal yang bisa saya dapatkan selama proyek kak, diantaranya kak sikap saling menghargai pendapat orang lain, menambah wawasan tentang alam dan kehidupannya, menambah wawasan dalam kebudayaan mandar dan menambah wawasan dalam menerapkan usaha-usaha kecil.
Interviewer	Apakah anda merasa proyek P5 membantu anda untuk bisa lebih memahami dan mengaplikasikan nilai-nilai pancasila dalam kehidupan sehari-hari dek?
Informan	Ya kak dimana tadi saya sudah jelaskan bahwasanya kita diminta untuk menerapkan sikap-sikap yang patuh kepada pancasila. Banyak sikap yang dapat menjadi contoh kepatuhan pancasila seperti patuh kepada guru yang menerapkan sila ke 2, bermusyawarah menerapkan sila ke 4, sikap saling menghargai menerapkan sila ke 3 dan banyak lainnya.

Interviewer	Bisa dijelaskan juga apa kekurangan dan kelebihan dari proyek penguatan profil pelajara pancasila (P5)?
Informan	Kalo projeknya kak sudah baik dan bagus kalau kekurangannya kadang nda ada gurunya yang masuk kak
Interviewer	Jadi disuruhki belajar mandiri?
Informan	Tidak kak kadang langsung pulang
Interviewer	Oh iyye' dek pertanyaan terakhir, Apa harapan ta' terhadap pelaksanaan proyek penguatan profil pelajar pancasila di masa yang akan datang?
Informan	Harapan saya semoga setiap penerapannya dan pembelajaran berjalan lancar
Interviewer	Oh iyyah terima kasih atas jawabannya dek
Informan	Iyye' kak sama-sama.

### Second Informan

Nama Informan	: CC
Kelas	: XI.7
Tanggal Pelaksana	: 20 September 2023

Interviewer	Assalamualaikum warahmatullahi wabarakatuh
Informan	Walaikumsalam
Interviewer	Oke dalam hal ini kakak akan mewawancarai dek cici yang berkaitan dengan P5 atau perojek penguatan profil pelajar pancasila. Nah apakah eee dek cici yah dek cici apakah dek cici biasa mendengar apa itu P5?
Informan	P limaana eee yah selalu karena sejak masuk SMA kita udah diperkenalkan bahwa kurikulum di sekolah ini itu sudah berganti kurikulum menjadi kurikulum merdeka belajar jadi dari awal PLS memang sudah diperkenalkan dengan P5 itu apa dan kegiatan kita selama disini itu bakal terus mengadakan P5 itu.
Interviewer	Ok the next question is menurut anda apa itu proyek penguatan profil pelajar pancasila ?
Informan	Kalau itu proyek pengauatan profil pelajar pancasila eee mungkin proyek itu semacam ee bentuk pengembangan diri siswa yah karena di kurikulum ini kita tidak cuman diajarkan untuk tentang di akademik saja kak tapi untuk pengembangan diri juga seperti berwirausaha atau eee kayak kemarin kita buat taman yang khusus untuk menanam toga biar kita tahu toga itu apa dan cara memanfaatkannya bagaimana jadi pokoknya di kurikulum ini tidak cuman focus belajar saja tapi untuk pengembangan diri juga.
Interviewer	Seperti apa pelaksanaan proyek penguatan profil pelajar pancasila di sekolah SMA negeri 2 majene
Informan	Okey kalau di minggu pertama dan kedua itu semuanya dikumpulkan missal semua kelas sebelas dikumpulkan di aula untuk dibekali dulu dikasi materi tentang apa missal temanya

	kewirausahaan jadi dibekali dulu apa itu kewirausahaan. Apa saja barang-barang yang bisa dipasarkan, apa saja yang bisa dibuat lalu di minggu ketiga seperti minggu ini kita disuruh untuk pergi kunjungan bisnis ke tempat-tempat yang misal ada eee apa lagi namanya misal ada pembuat kerajinan dari lipa' sa'be nah kita disuruh berkunjung kesana
Interviewer	Setelah itu?
Informan	Setelah itu kita disuruh buat merancang ee merancang desain dari barang-barang yang bahannya itu dari lipa' sa'be kak misal kita disuruh bikin baju, tas emmm dan aksesoris-aksesoris lain yang kemudian setelah di ada rancangannya amak sekolah bakal kasi kitaaaaa apa yah bahan untuk dibuat sekolah yang kasi itu truss nantinya barang-barang yang dibikin itu bakal di tampilkan ketika acara acra tahunannya SMA 2 yaitu gradasi gebyar dan aksi ee nanti itu kan acara besar eee acara ini yah karena kita mengundang seluruh sma yang ada di kabupaten majene atau ada juga yang dari kabupaten polewali mandar dan seluruh smp untuk berlomba disini sekaligus eee pameran tentang P5 ini kak jadi nanti mungkin
Interviewer	Kayak bazar begitu?
Informan	Iyye' kak semua projek yang dibuat kayak pass kemarin di kelas 20 kak ada bikin pupuk terus itu bikin tanaman hidroponik di tampilkan semua disetiap stan-stan di sekolah jadi mungkin tahun depan nanti acaranya itu sekitar bulan maret atau february itu bakal diadakan fashion show tentang projek kewirausahaan ini.
Interviewer	Bagaimana perasaan anada pada saat ikut terlibat dalam projek tersebut?
Informan	Perasaan yahhh senang sih kaka karena disuruh untuk mencoba hal baru hal yang tidak pernah kulakukan selama ini karena terlalu focus ki untuk belajar tiba-tiba disuruh bikin wahh langsungki bikin baju tapi teorinya eee pokoknya betul-betul mau mulai dari nol daaaan kadang ini juga karena pengeluaran jadi banyak kayak selalauki kumpul duit
Interviewer	Hhhhh itu yang tidak senangnya di'
Informan	Ha' aaa iyyah karena sekolah cuman memodali bahannya saja kainnya saja
Interviewer	Oke selanjutnya apakah anda merasa pelaksanaan projek penguatan pelajar pancasila membantu anda untuk bisa lebih memahami dan mengaplikasikan nilai-nilai pancasila dalam kehidupan sehari-hari.
Informan	Bisa pasti bisa karena yah apa yah karena kita punya karena beda dari misal dari sekolah-sekolah lain bukan mau membandingkan tapi beda dengan sekolah yang masih pake kurikulum K13 itu mereka kan cuman tentang belajar nya saja jadi setiap ada misal ada seminar yang diadakan dan tentang itu semisal kewirausahaan kah atau apa kadanga kita yang lebih mendominasi karena yang fokusnya sekarang orang-orang itu yang pakai kurikulum merdeka

	belajar jadi yah bagus sih
Interviewer	Eee bisa dijelaskan lebih detail lagi dek kan tadi projeknya tentang kewirausahaan nah apa hubungannya dengan nilai-nilai pancasila yang bisa kita aplikasikan dalam kehidupan kita sehari-hari?
Informan	Oke hubungannya dengan nilai-nilai pancasila kayak apa yah
Interviewer	Eee keberagaman
Informan	Yah keberagaman terus kita lebih mungkin dari sini kita bisa lebih kompak lagi karena bukan cuman dari satu kelas yang bekerja sama tapi kita satu angkatan bekerja sama untuk menyukseskan projek itu itu jadi saya rasa bagus sih kak
Interviewer	Kemudian pertanyaan selanjutnya apa saja kekurangan dan kelebihan dari projek penguatan profil pelajar pancasila?
Informan	Nah hhhhh kalo kelebihan pasti banyak yah yang pertama tadi skill ta' bertambah bisa meningkat lagi tapi untuk kekurangan dari kita' capek ki kak kayak bolak balik kunjungan ini kunjungan itu kayak capek pertama tenang ta' itu terkuras habis apalagi misal sekarang pulang nya jam satu eee jam 2 kak kalau kelas 10 kemarin masih mending lah karena pulang nya setengah satu langsung proyek kalo ini jam 2 baru proyek lagi kunjungan bisnis lagi dan kunjungan bisnisnya itu kadang kita ini nanti ke tinambung in sya allah terus itunya sih habis bensin
Interviewer	Biaya transportasinya
Informan	Biaya transportasi dan sekolah kayaknya ndak peduli kayak
Interviewer	Cuman diarahkan saja di' kalo masalah biaya tanggung sendiri
Informan	Hu'u cuman itu saja kalau ada rancangan bawa kesini biar dikasi dikasi kain dan kainnya saja yang najanjikan cuman lipa'sa'be kak an tidak mungkin kan barang
Interviewer	Dan bagaimana cara olah nya di'
Informan	Itulah kak yang masih kupikir sampai sekarang karena yang najanjikan cuman lipa'sa'be sedangkan rancangan rekomendasi yang nakasi ki itu yang ya' bermacam-macam kayak bajunya di modek yang naju di anu biasa yang bagus desainnya tapi ininya ada sa'be nya ya' masalahnya ....
Interviewer	Cuman dasarnya saja di'belumpih aksesori-aksesori yang mau ditambahkan
Informan	Padahal butuhki banyak kain atau apa gitu
Interviewer	Selain itu?
Informan	Selain itu terus apa lagi yah banyak sih kak itulah ya' pokoknya kalau keluarganya semua temanku dari aduh proyek lagi proyek lagi berkurang lagi dana jajan ta' menipis
Interviewer	Dampaknya ke orangtua lagi

Informan	Hu'u kan seringka' ngeluh minta jajan lebih karena bilangka' proyek begini begini terus bapakku kadng bilang kenapa selalu banyak proyekmu sedangkan bapakku juga ikut di P5 itu kan dia pengawas sekolah otomatis dia yang kasi arahan ke kepala-kepala sekolahnya ya'bilangka' ya' masa proteski pak baru pasti begitu juga sekolah ta' jadi kayak bagaimana yah
Interviewer	Oke terma kasih atas waktunya sekian wassalamualaikum wr wb
informan	Waaalaikumsalam wr wb

### Thirth Informan

Nama Informan	: SAF
Kelas	: XI.8
Tanggal Pelaksana	: 20 September 2023

Interviewer	assalamualaikum
informan	waalaikumsalam
Interviewer	Perkenalkan kakak dari STAIN majene. Perkenalkan ditau namaku dih?
informan	Kak hakiki
Interviewer	Oke
Interviewer	Apakah kamu pernah mendengar apa itu Proyek Pelajar Pancasila?
informan	Pernah
Interviewer	Menurut ta' apa itu?
informan	Proyek Pengantin Pelajar Pancasila adalah proyek yang memiliki tujuan agar siswa atau murid memiliki kemampuan apa untuk beretorika, memiliki pengalaman baru, dan memiliki wawasan yang luas. Serta tujuan utama dari proyek penguatan pelajar pancasila adalah untuk membangun membangun karakter dari siswa –siswi di SMA negeri Majene ini agar lebih baik sesuai dengan sikap cerminan dari profil pelajar pancasila
Interviewer	Seperti apa pelaksanaan proyek penguatan profil pelajar pancasila di sekolah SMA 2 majene? Bisa dijelaskan pada saat kelas 10 ki atau sekarang
informan	Yang pertama itu proyek pembuatan pupuk kompos organic yakni pertama siswa harus mengumpulkan sampah organic baik dari daun-daun kah atau sampah kering, serbuk garagaji kemudian dicampur menggunakan tempat agar mengurai aagar bakteri bisa baik untuk tanah dan arang didalam tanah untuk semester satu yang semester dua itu tanaman toga yang dilaksanakan ee untuk menanam obat-obatan didepan kelas masing-masing kak
Interviewer	Berarati hanya ada dua proyek pada saat di kelas sepuluh
informan	Yah untuk di kelas sepuluh kak untuk kelas sebelas kak ya inimi P5 kak yaitu proyek kewirausahaan kak proyek proyek kewirausahaan ee siswa harus mampu membuat suatu prodak yang

	bertemakan kebudayaan di daerahnya yakni lipa' sa'be yang diolah menjadi barang atau produk jadi yang akan dipasarkan nantinya
Interviewer	Oke apakah disetiap kelas itu mempunyai produk yang berbeda-beda? Atau sama
informan	Tergantung dari orangnya kak karena setiap kelompok itu dibagi menjadi 3 kelompok. Ada yang membuat tas, PDH, Forniture dll nya kak
Interviewer	Oke kemudian bagaimana perasaan anda pada saat ikut terlibat dalam projek penguatan profil pelajar pancasila?
informan	Rasanya?
Interviewer	iyah
informan	Senangnya ya' bisa memiliki pengalaman baru ee bisa terjun langsung ke lapangan ee mulai dari produksi, distribusi sampai ke konsumen bagaimana ya' itu sedihnya ya' mungkin karena kita sebagai pelajar mungkin waktunya akan tidak kurang dan biasanya hasilnya ada yang tidak sesuai dengan kelompoknya misalnya ada yang satu orang tidak bisa ikut misalnya yang lainnya punya kesibukan lainnya kak kayak begitu apalagi toh kak jarang rumahta' berjauhan jadi konsultasi ki dulu apakah bisa ikut atau tidak
Interviewer	Ooh susah menyesuaikan waktu dengan teman-temannya. Kemudian dari segi biaya apakah terkendala ?
Informan	Terkendala dong kak
Interviewer	Perlu dijelaskan juga kenapa ?
informan	Ya hhhh janganmi dijelaskan kak
Interviewer	Perlu itu dek malahan lebih bagus kalau banyak dijelaskan
informan	Hhhh ya'kan kita toh kalau misalkan disuruh buat itu kayak kelompok ta' nda mungkin bisa emua beli bahan-bahan kan bahan-bahan yang dikasi ki cuman sarung sutra ji kak yang lainnya kita sendiri beli
Interviewer	Kemudian selanjutnya manfaat apa yang dapat diperoleh dalam mengikuti projek tersebut ? Bisa disebutkan pasti banyak
informan	Banyak kak pertama menambah wawasan, pengalaman apalagi eee mendapatkan skill baru eee serta tidak bingung nanti kak kalau misalkan mau membuka satu usaha bagaimana caranya merencanakan, mengorganisasikan, melaksanakan serta mengawasi kak kan siapa tau nanti dia cita-citamu atau jadi ituki nanti nah nda kesulitan maki karena ditau mi toh
Interviewer	Yah berdampak i ke masa depan yah kemudian apakah anda merasa pelaksanaan projek P5 membantu anda untuk bisa memahami dan mengaplikasikan nilai-nilai pancasila dalam kehidupan sehari-hari?
informan	Ya pertama kelompok itu pasti membutuhkan kerja sama kekompakan dan menjunjung tinggi nilai kemanusiaan kak ya'

	ituji kak seperti kan pasti kalau kita kerja kelompok pasti yang kekompakan yang bagus kak maka dari itu nilai-nilai persaudaraan harus ditanamkan pad diri seseorang karena tidak mungkin bisa berhasil usaha ta' kalau tidak kompak ki
Interviewer	Yah betul sekali kemudian menurut anda apa saja kekurangan dan kelebihan dari projek penguatan profil pelajar pancasila ?
informan	Kelebihannya yaitu bisaki ya' bisa itu kayak kurang-kurang biayanya kan dikasi ki sarung sutra tapi satuji
Interviewer dan informan	Hhhhhhhhhh
informan	Tapi kekurangannya biaya ta' nda cukup I untuk membeli bahan-bahan yang mau kita bikin daro factor ekonomi juga begitu kak
Interviewer	Jadi seperti itu intinya di' eee bagaimana dengan manajemen waktunya?
informan	Ya' kalau manjemen waktunya itu kak bisaji diatur kak,,bisa diatur waktunya tapi kan mungkin ada beberapa orang yang ....
Interviewer	Ada kesibukan masing-masing di'
informan	Pake jam karet I kak bilangki jam 11 baru jam 12 datang tidak mengefisienkan waktu kak kurang disiplin
Interviewer	Oke jawaban yang bagus makasih atas jawabannya dek
Informan	Sama-sama kak

#### Fourth Informan

Nama Informan	:MAR
Kelas	: XI.5
Tanggal Pelaksana	: 20 September 2023

Interviewer	Assalamualaikum perkenalkan nama saya nurhakiki dari STAIN Majene dalam kesempatan ini kakak ingin wawancara terkait Projek penguatan profil pelajar Pancasila (P5) pertama-tama bisa dulu diperkenalkan siapa namanya dan kelas berapa?
Informan	Waalikumsalam jadi perkenalkan nama saya MAR dari kelas XI 5
Interviewer	Oke prtanyaan pertama apakah anda biasa mendengar apa itu profil penguatan projek penguatan profil pelajar pancasila?
Informan	Biasa kak
Interviewer	Biasa? Nah menurut ta' apa itu?
Informan	Aa profil penguatan projek penguatan profil pelajar pancasila menurut saya merupakan suatu proyek yang dimana kita seperti diolah rasa paham tentang pancasila nah namun melalui dari cara apa yah secara belajar tidak langsung menuju ke kreatifitas belajar para siswa jadi kita mempelajari nilai-nilai pancasila itu secara

	tidak langsung kak.
Interviewer	Kemudian seperti apa pelaksanaan profil penguatan proyek penguatan profil pelajar pancasila?
Informan	Pelaksanaannya itu kak kana da memang jadwalnya kak waktu saya kelas satu itu kadang dua kali seminggu dan diterapkan setelah pulang sekolah nah setelah pulang sekolah itu bagian pertama itu kayak najelaskan dulu kak apa yang akan dilakukan
Interviewer	Oh prosedurnya dulu di' teorinya
Informan	Iyyah teorinya apa yang akan dilakukan aaa pertemuan-pertemuan selanjutnya setelah paham akan teori kemudian dibagiakan mi kelompok nah setelah itu masing-masing kelompok menyediakan barang yang diperlukan aa supaya projeknya itu bisa berjalan nah setelah paham tentang teori ee
Interviewer	Teori tidak akan tahu bagaimana prakteknya di'
Informan	Aaa ho'oo
Interviewer	Oke bisa disebutkan juga proyek apa saja yang dilakukan ? sebutkan proyek apa saja yang akan di hasilkan dari impelemntasi P5 itu? Mengertiki?
Informan	Iyye' produknya itu toh kak? Aaa jadi saya ini baru kelas 2 saya blm tahu apa...
Interviewer	Waktu kelas 10 ki?
Informan	Nah waktu kelas 10 produk yang saya hasilkan adalah pupuk yang khusus untuk tumbuhan-tumbuhan organic yang ada didalmnya pipa kak o jadi dengan cepat bisa tumbuh sendiri tanpa dialiri yahhh hidroponik kak begitu yah untuk kelas 2 produknya itu lalu disuruh membuat sure'
Interviewer	Nah sure' apa itu sure'?
Informan	Sure' itu kain tenunan khasnya mandar aaa dimana ada yang berbentuk perahu ada yang hanya berupa garis-garis saja yang penting jadi kak dan tetap ada unsur mandarnya nah sedangkan kelas sebelas sekarang hasilnya dari kelas sebelas lalu itu kak mau dijadikan barang begitu apakah djadikan tas baru ada sure'sure'nya
Interviewer	Ooh berarti berbentuk produkmi di' ditentukan apa yang dibuat ?
Informan	Tidak I kak tergantung kita sendiriji
Interviewer	Apa peran ta' dala implementasi profil penguatan proyek penguatan profil pelajar pancasila?
Interviewer	Oke bagaimana perasaanta ta' pada saat melaksanakan eee implementasi dari P5 ?
Informan	Eee perasaan saya kadang kadang saya merasa bangga karena saya biasa paling rajin kesana kak dan selain itu kan biasa saya yang menyuruh teman-teman saya
Interviewer	Kita' yang koordinir teman kelompoknya yah itu yang senangnya?
Informan	Iyye' senang bahagia maksdunya menarik itu apa-apa kak oo
Interviewer	Oke selain perasaan senang masih adakah perasaan yang lain yang

	dirasakan?
Informan	Ya' lapar kak
Interviewer	Itu termasuk perasaan apa ?manusiawi kah atau apa?
Informan	Alamdulillah kalau saya merasa tidak pernah capek
Interviewer	Ituji perasaanya? hhhh
Informan	Yah ituji perasaanku selama ini hhhhh
Interviewer	Kemudian manfaat apa yang didapatkan setelah mengikuti pelaksanaa P5 itu?
Informan	Projek P5 itu dapat diimplementasikan dalam kehidupan bermasyarakat yang dimana seperti itu membuat pupuk membuat lingkungan kita lebih asri lebih baik dan lebih hijau tanaman ta'
Interviewer	Apakah anda merasa pelaksanaan P5 ini membantu anda untuk bisa lebih memahami dan mengaplikasikan nilai-nilai pancasila dalam kehidupan sehari-hari? Nah dalam hal ini bisa dijelaskan Produknya tadi itu ada dua nah bisa dijelaskan saja nilai nilai pancasila yang terkandung di dalamnya yang bisa kita terapkan dalam kehidupan kita sehari-hari ? mengertiki?
Informan	Yah tapi tunggu dulu kak berfikirka' dulu sebentar
Interviewer	Yah nda apa-apa
Informan	Yah pertama dari hasil setiap produk yang kita ciptakan itu eee pasti mengalami prosedur yang namanya musyawarah nah sudah diterapkan dari sila keempat tadi saat berkomunikasi bersama guru, saat berkonsultasi kepada guru dieprlukan adab yang baik toh aa dimana adab yang baik harus ditambkan dalam diri siswa baik dikelas maupun proyek pasti ditamanan dan itu sesuai dan sejalan dengan sila kedua kemanusiaan yang adil dan beradab bahasa arabnya al insaniatul hadratun muhassabah allahu akbar
Interviewer	oke selanjutnya?
Informan	Setelah menghasilkan suatu barang barang baik dari pupuk atau kain tadi itu tetap mencerminkan khususnya di kain tetap mencerminkan persatuan Indonesia yang dimana kita tetap berbeda-beda namun tetap satu. Kita tetap membawa nama budaya kita, kita tetap melestarikan nama budaya kita namun tetap pada naungan sang saka merah putih yaitu Indonesia.
Interviewer	Oke selanjutnya apa saja kekurangan dan kelebihan dari implementasi P5?
Informan	Kan sudah disebutkan tadi dimana jadwal dari Projek P5 ini , kan itu pasti diambil diakhir jam pelajaran dimana akhir dari jam pelajaran itu para siswa pasti sudah kayak capek atau mengantuk nah menurut saya ini juga dia kekurangannya P5 ee karena disaat kita capek ngantuk dan lapar disitu kita dipaksa kembali untuk mangaktifkan otak supaya bisa menerapkan atau melaksanakan proyek P5 ini jadi kami kesulitan kalau kami sudah terlanjur malas dan lemas apalagi kalau sudah tidak makan di kantin dan disuruh untuk mengikuti kelas P5 kasian tambah bercampur campur mi perasaan jadi... ceh kan susah disitu masuk pelajaran namun disisi

	lain Projek tersebut tetap akan berguna karena ini kita bisa menghasilkan suatu barang dan bisa kita mengimplementasikan prosedur yang ada di proyek yang bisa disalurkan di kehidupan bermasyarakat jadi tetap dilakukan ini P5 ee
Interviewer	Harus dikerjakan dih wajin karena pasti berdampak dalam kehidupan ta,
Informan	Yah nice dimana keterampilan juga bisa dilatih
Interviewer	Yah betul sekali oke hanya itu? Oke the last question tantangan-tantangan apa saja yang dihadapi dalam pelaksanaan proyek tersebut
Informan	Tantangan nya itu kak kadang kebingunganki karena ad banyak arahan dari guru-guru terkait proses pelaksanaan proyek contohnya kak pada saat kadang ada miskomunikasi dari guru- guru karena adanya beberapa instruksi yang berbeda.
Interviewer	Oke yang terakhir apa harapan ta' terhadap profil penguatan pelajar pancasila dimasa yang akan datang?
Informan	Janganmi kita jauh jauh dimasa yang akan datang dimasa dekat dekatnya moh kak artinya ini saya liat kelas 10 sekarang kayak pusing sekali mi melihat proyek capek I kak yah harapan saya kak jangan kasian terlalu dikasi padat ini apa-apa kak eek arena bukan apanya kita ini manusia bukan kartun yang bisa jatuh , terpantul, karena jujur kak ini ceh
Interviewer	Yah itu harapannya dih jangan terlalu menekan berarti tidak merdeka paki ?karena merasa tertekan ki? Nda bebas
Informan	Hmm ini kan tergantung orangnya kak Yah tergantung individu masing-masing nah say selaku siswa saya anggap ritinitas ini adalah hal yang wajib saya lakukan jadi tidak ada tekanan aaa bagi siswa siswa yang mungkin mengalami masalah di hari itu ya' apa segala macam memiliki kekurangan nda sepenuh hati mengerjakanpasti kan pasti ada tantangannya juga itu kak
Interviewer	Dari pihak sekolah bagaimana nda ada harapannya?
Informan	Ituji tadi kak jadwalnya padat sekali
Interviewer	Oke sekian untuk wawancara hari ini terima kasih banyak atas jawaban yang diberikan semoga jawabannya brmanfaat bagi penelitian kakak nantinya sekian wassalamualaikum warahmatullahi wabaraktuh
Informan	Waalaiikum salam wr wb.

### **Fifth Informan**

Nama Informan	: Suci Safitri
Kelas	: XI.1
Tanggal Pelaksana	: 20 September 2023

Interviewer	Assalamualaikum wr wb
Informan	Waalaiikumsalam

Interviewer	Perkenalkan nama saya nurhakiki dari STAIN majene dalam kesempatan ini saya akan melakukan wawancara yang terkait Projek penguatan profil pelajar pancasila?
Informan	Kalau saya menurut saya Projek penguatan profil pelajar pancasila kayak proses mengamati lingkungan atau kayak menanam-menanam .
Interviewer	Kenapa sih penting untuk melaksanakan yang namanya P5? Apa pentingnya kenapa harus dilakukan itu?
Informan	Supaya dapat menambah wawasan ta' dari tidak tahu menjadi tahu dan dapat bermanfaat bagi masa depan ta'
Interviewer	Seperti apa pelaksanaan projek penguatan pelajar pancasila disekolah ta?
Informan	Misalnya mengolah sampah menjadi pupuk, dicampur pake tai kambing, projek tema toga , terus berdagang, terus ada juga bisnis-bisnis, nasuruhki bikin kreasi dari lipa' sa'be mandar yang ada sure'-sure'nya, ada juga dari batok kelapa kayak gantungan kunci, celengan, gelas, pokoknya bagaimana caranya bisa i di uangkan.
Interviewer	Kemudian, dalam pelaksanaan P5 ini apa saja tugas yang diberikan masing-masing? Sebagai apaki disistui, apa peran ta?
Informan	Kalau misal toh kak, kalau nakasih ki tugas pasti berkelompok i dan tidak mungkin ta satu-satu orang, jadi pasti berkelompok jadi itu yah dibagi-bagi mi tugas ta, misalnya saya toh kak, kayak pergi ki mewawancarai pedagang, anu juga pergiki mewawancarai penjual ikan misalnya berapa penghasilannya sehari-hari, sama kalau tidak menjualki pak bagaimana kehidupan ta? Pokoknya masih berkaitan ji dengan itu.
Interviewer	Sudah mi tadi di jelaskan apa manfaatnya dari P5 itu? Bisa dijelaskan kembali?
Informan	Manfaatnya itu kak, kayak yang tadi nya tidak tau menjadi tau, terus bermanfaat juga bagi masyarakat terutama yang tidak tau apa itu P5. Bermanfaat I juga bagi lingkungan karena mengurangi sampah. Kalau manfaat untuk perindividu, kalau saya kak, menambah I wawasanku, dan juga lebih seringki berkomunikasi dengan temanku.
Interviewer	Selanjutnya, bagaimana perasaan ta pada saat melakukan projek itu?
Informan	Capek, ada senangnya juga, yang kasih capek ki itu kak pasti dipikirri tugas tugas ta yang lain, pokoknya terbagi pikiran ta mauki kerja proyek tapi di pikir i juga dengan tugas ta yang lain, capekki kak! Kalau yang senangnya, enak dirasa Karena sama-sama ki teman ta kerja i, intinya susah ki sesuaikan waktu ta.
Interviewer	Kemudian apa saja kelebihan dan kekurangannya, bisa disebutkan?
Informan	Kalau kekurangannya kk, eee capek, terus kayak terkendala dimana ki mau kumpul kerja proyek, karena ada dari tinambung masa yang di tinambung ke majene dan begitu sebaliknya! Eee

	masalah biaya juga. Kalau kelebihan kak, menambah wawasan sama bermanfaat bagi masyarakat.
Interviewer	Oke selanjutnya, Apa tantangan-tangan yang dihadapi saat melakukan P5?
Informan	Tantangannya kak kalau minta ki uang sama orang tua kayak nda percayai karena masa mahal sekali di beli itu barang-barang, selain itu tantangannya juga di pembagian waktu karena selain mengerjakan proyek kami juga punya kelas moving dan pasti juga ada tugas moving sama maple wajib, itumi yang kasih capekki juga kak karena pusingki yang mana diluan mau di kerja.
Interviewer	Bagaimana harapanta untuk kedepannya?
Informan	Kalau saya kak harapanku, mauka kembali ke K13, terus kalau saya kak harapanku, tugasnya di kurangi, ituji saja.

### Sixth Informan

Nama Informan	: NRD
Kelas	: XI.2
Tanggal Pelaksana	: 20 September 2023

Interviewer	Assalamualaikum wr wb
Informan	Waalaikumsalam
Interviewer	Apa itu P5?
Informan	P5 adalah keterampilan yang diberikan sekolah yang membangun skill kita sebagai siswa
Interviewer	Kenapa penting itu P5 dan kenapa harus diimplementasikan?
Informan	Karena sekarang kan zaman yang sudah berkembang, dimana kalau hanya berpatokan ki sama sekolah dan tidak ada skill ta otomatis sulit ki untuk dapat pekerjaan, jadi dibutuhkannya P5 untuk membangun skill-skill untuk masa epan nanti.
Interviewer	Kemudian, seperti apa pelaksanaan projek P5 disekolah?
Informan	Oo itu terjadi setiap 1x seminggu kak, kalau kelas XI setiap hari sabtu jam terakhir
Interviewer	Apa saja yang sudah dihasilkan dari projek tersebut?
Informan	Kalau dulu waktu kelas X ada yang namanya tanam toga, kalau sekarang sementara mi di buat tapi menggunakan sure-sure'
Interviewer	Pada saat melaksanakan P5 apa peranta dalam projek tersebut?
Informan	Ndadaji ji kak karena berkelompok ji tidak seperti waktu kelas X, kalau sekarang boring ki karena tidak ada yang ketua i dan kordinir i.
Interviewer	Bagaimana perasaanta pada saat implementasi P5?
Informan	Eee sebenarnya untuk P5 tidak terlalu senang jka kak, karena kan memakan waktu lagi, tapi yang kusenangi dalam kurikulum merdeka ini adalah ada moving kelasnya kak, jadi nda haruski na

	tuntut pelajari fisika kalau memang tidak minatki. Jadi kesimpulannya cukup senang untuk moving dan tidak teralu senang untuk P5nya.
Interviewer	Manfaat apa yang di dapatkan dalam mengikuti P5 ini?
Informan	Eee sebenarnya manfaatnya banyak kak, seperti toga, kan dulu itu tidak terlalu kutau soal obat herbal tapi semenjak ada proyek pembuatan toga, jadi paham maka ini ternyata manfaatnya toga. Selain itu adanya proyek ini melatih keterampilan saya.
Interviewer	Apakah anda merasa pelaksanaan projek P5 ini membantu anda untuk bisa lebih memahami dan mengaplikasikan nilai-nilai pancasila dalam kehidupan sehari-hari? Kalau iya jelaskan, kalau tidak jeaskan!
Informan	Ada kak, gotong royong waktu kelas X kan tugas nya berkelompok kak tidak sendiri-sendiri jadi otomatis kalau mauki selesai suatu pekerjaan harus ki sama-sama kak, jadi ada kekompakan.
Interviewer	Menurutta apa saja kelebihan dan kekurangan dari pelaksanaan P5 ini?
Informan	Kekurangannya yaitu kan kami 1 angkatan itu banyak kak otomatis kami di gabungkan, terus tidak ditau arahan selanjutnya untuk hari ini apa! Jadi kadang bosan ki menunggu guru atau kadang tiba-tiba guru nda bisa datang jadi kayak sia-sia jaki menunggu. Terus masih kurang penerapannya kak, teknisnya arahnya mau kemana. Baru kan seharusnya kalau sudah projek begitu mauka itu saya kayak ada hasil didapatkan kayak wih adami tumbuh dan ini nda ada dikasi liat Kelebihannya , ehh kerjasamanya sih kak, tapi bagus i kalau di campur i dengan kelas lain supaya lebih luas I relasinya.
Interviewer	Kemudian apa saja tantangan-tantangan yang di hadapi, selama pelaksanaan P5 dan apa saja harapannya?
Informan	Tentunya tantangannya adalah waktu kak karena mepet sekali dan banyak tugas, sama komunikasi antara siswa dan guru kadang tidak intens. Harapannya : semoga makin bagus kak, sama lebih disiplin, terus semoga dapat menambah lebih banyak skill baru. Sarannya : waktunya harus teratur supaya jadwal yang ingin dikerjakan lebih teratur supaya nda blank ki.

### Seventh Informan

Nama Informan	: Z
Kelas	: XI.3
Tanggal Pelaksana	: 20 September 2023

Interviewer	Assalamualaikum wr wb
Informan	Waalaiikumsalam
Interviewer	Menurut ta' dek apa itu Projek P5?
Informan	Kalau menurut saya kak P5 itu singkatan dari Projek penguatan profil pelajar pancasila adalah pembelajaran lintas disiplin ilmu dalam menghormati dan mengamati dan memikirkan solusi permasalahan terhadap permasalahan lingkungan sekitar.
Interviewer	Kenapa penting itu P5 dan kenapa harus diimplementasikan?
Informan	Oh penting sekali kak karena dengan adanya P5 saya sebagai siswa dapat membangun karakter dan mengembangkan kompetensi siswa selain itu proyek tersebut kita sebagai siswa bisa lebih peka terhadap permasalahan yang terjadi di lingkungan sekitar kita kak
Interviewer	Kemudian, seperti apa pelaksanaan projek P5 disekolah?
Informan	Oo itu dilakukan setiap 1 kali dalam seminggu kak kalau kelas XI setiap hari sabtu di jam terakhir P5 ini dijadwalkan di jam yang sudah ditentukan kak proyek yang sekarang itu yang akan dilaksanakan anu kak pembuatan kerajinan dari kain sure' seperti kain batik yang mempunyai ciri khas mandar dan dikreasikan nanti dalam bentuk barang kak.
Interviewer	Bagaimana perasaanta pada saat implementasi P5?
Informan	Yah cukup senang sih kak karena dengan projek ini kita bisa belajar banyak hal kak dan juga dapat menambah pengalaman ta' tapi disisi lain kak projek ini sudah bagus sih tapi lebih memakan waktu kak karena ditambah lagi dengan kegiatan siswa yang lainnya yang aktif diorganisasi lain apalagi saya kak bisa dibbilang cukup aktif di berbagai organisasi jadi agak sulit untuk mengatur waktu.
Interviewer	Manfaat apa yang di dapatkan setelah mengikuti P5 ini?
Informan	Yah itu lagi kak dapat mengembangkan potensi siswa baik dari segi keterampilan ataupun eksplorasi terus pada pelaksanaan proyek kak bisa ki mengembangkan profil pelajar pancasila seperti nilai-nilai keadilan sosial kak.
Interviewer	Apakah anda merasa pelaksanaan projek P5 ini membantu anda untuk bisa lebih memahami dan mengaplikasikan nilai-nilai pancasila dalam kehidupan sehari-hari? Kalau iya jelaskan, kalau tidak jelaskan!
Informan	Tentu saja kak ada banyak nilai-nilai pancasila yang bisa dipahami dan diaplikasikan diantaranya itu kak dengan Projek P5 kita bisa paham tentang bagaimana berperilaku adil, mampu berpartisipasi aktif dalam kelompok atau gotong royong, lebih mandiri, terus lebih kreatif.
Interviewer	Oke selanjutnya Menurut ta' apa saja kelebihan dan kekurangan dari pelaksanaan P5 ini?
Informan	Kalau kelebihanannya kak menurutku yah itujuj kak bisa menguatkan karakter dan kompetensi siswa dan membuat siswa

	lebih aktif kalau kekurangan kak hmmm lebih boros biaya, lebih memakan waktu, dan tentu menguras tenaga kak kemudian harus I lebih teratur diolah kak supaya bisa tercapai tujuan yang ingin dicapai ituji kak oo
Interviewer	Terus dek apa saja tantangan-tantangan yang di hadapi, selama pelaksanaan P5 dan apa saja harapannya?
Informan	Banyak kak pertama harus lebih ekstra tenaganya, harus lebih sabar, terus waktunya kak agak sulit untuk diatur ditambah lagi dengan kegiatan siswa yang lain baik itu dari ekstrakurikuler sama intrakurikuler.
Interviewer	Kalau harapannya dek?
Informan	Kalau harapannya kak semoga lebih teratur lagi nantinya kak lebih baik lagi penerapannya kak supaya bisa lebih efektif implementasinya dan bisa memperoleh lebih banyak benefit dari kegiatan tersebut.

#### **Eighth Informan**

Nama Informan	: A
Kelas	: XI.7
Tanggal Pelaksana	: 20 September 2023

Interviewer	Assalamualaikum wr wb
Informan	Waalaiikumsalam
Interviewer	Tabé' dek perkenalkan saya Nurhakiki Mahasiswa dari STAIN Majene. Boleh minta waktunya sedikit untuk wawancara ? Wawancara ini terkait tugas akhir kakak dan tema yang akan kakak tanyakan terkait implementasi P5 di sekolah ta'
Informan	Oh iya kak, boleh
Interviewer	Menurut ta' dek apa itu Proyek P5?
Informan	Menurut sepengetahuan saya kak P5 itu adalah sebuah inisiatif berupa proyek untuk membentuk pelajar supaya bisa ki berperilaku sesuai dengan nilai nilai pencasila kak
Interviewer	Kemudian, seperti apa pelaksanaan proyek P5 disekolah?
Informan	kalau pelaksanaannya itu kak berupa proyek seperti membuat kerajinan yang berbahan sure' kak yang mempunyai ciri khas mandar nanti akan diperlombakan I kak begitu
Interviewer	Bagaimana perasaanta pada saat implementasi P5?
Informan	Jujur kak saya pribadi merasa senang karena dapat mengembangkan skill dan karakter dari diri pribadi dan masih banyak hal lagi yang bisa saya pelajari di P5 ini yang lebih serunya kak karena kita yang berperan aktif di P5 ini jadi peserta didik mampu mengeksplorasi apa-apa yang belum mereka ketahui
Interviewer	Manfaat apa yang di dapatkan setelah mengikuti P5 ini?

Informan	Kalau manfaatnya kak ee saya menjadi terbantu untuk dengan projek P5 ini untuk bersosialisasi di kehidupan sekolah umum, saling menghargai pendapat satu sama lain, mampu bekerja sama dalam tim dan masih banyak lagi kak.
Interviewer	Apakah anda merasa pelaksanaan projek P5 ini membantu anda untuk bisa lebih memahami dan mengaplikasikan nilai-nilai pancasila dalam kehidupan sehari-hari? Kalau iya jelaskan, kalau tidak jelaskan!
Informan	Tentu saja kak projek ini membantu saya untuk mengaplikasikan nilai-nilai pancasila dan memahami betapa pentingnya nilai-nilai pancasila.
Interviewer	Oke selanjutnya Menurut ta' apa saja kelebihan dan kekurangan dari pelaksanaan P5 ini?
Informan	Kelebihan P5 adalah menciptakan pemahaman yang lebih baik tentang Pancasila, mengajarkan siswa untuk berpikir kritis, dan mengembangkan karakter yang baik. Kekurangan itu kak implementasinya harus lebih terarah lagi karena saya rasa akan kurang efektif juga kalau belum direncanakan dengan matang kemudian di implementasikan.
Interviewer	Terus dek apa saja tantangan-tantangan yang di hadapi, selama pelaksanaan P5 dan apa saja harapannya?
Informan	Ada banyak juga kak, teman-teman yang terkadang masih ada yang bingung dengan tahapan pelaksanaan P5 dan masih belum memahami betul apa yang akan dilakukan di P5 ini.
Interviewer	Kalau harapannya dek?
Informan	Harapan saya kak semoga P5 di masa yang akan datang nanti bisa memberikan projek-projek yang lebih menarik dan dapat lebih berfokus lagi pada pembangunan karakter dan kreatifitas yang jauh lebih baik lagi bagi para peserta didik lainnya sesuai dengan minat masing-masing.
Interviewer	Mungkin hanya itu yang bisa kakak tanyakan. Terima kasih atas jawabannya dek
Informan	Iyye kak sama-sama semoga penelitiannya lancer kak
interviewer	Iyye dek

## Appendix 6 Questionnaire Result

NO	STUDENT NAME	ASPECT 1 (RECEPTION)					SCORE	ASPECT 2 (UNDERSTANDING)															SCORE	ASPECT 3 (EVALUATION)					SCORE	ASPECT 4 Externalities (Supporting factors)						SCORE		
		P1	P2	P3	P4	P5		P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20		P21	P22	P23	P24	P25		P26	P47	P48	P29	P30	P31		P32	P33
1	Zaski Esby Ananam	3	3	3	3	4	16	3	3	4	3	3	3	5	3	3	4	5	3	5	3	3	3	4	60	3	3	3	3	3	15	4	5	3	5	3	4	24
2	Nurul iman	4	3	4	3	3	17	3	3	5	3	4	3	3	4	3	3	3	4	3	3	4	3	3	57	3	3	5	3	3	17	4	3	4	3	3	3	20
3	Salustary	4	5	3	3	5	20	3	2	3	3	4	4	3	4	3	4	3	3	3	3	3	4	56	3	5	3	3	3	17	4	4	4	3	3	3	21	
4	Nur Azka Aprilanti	3	3	3	3	3	15	3	3	3	3	3	4	5	3	3	5	3	3	3	4	3	3	57	3	3	4	4	4	18	3	3	3	5	3	4	21	
5	Mira sasmita	3	3	3	5	5	19	3	3	3	5	3	3	3	5	3	3	3	3	3	3	3	3	56	3	3	3	3	3	15	3	3	5	4	5	4	24	
6	Reski mutimima	4	4	4	3	3	18	4	4	2	4	4	4	4	4	4	4	4	4	2	4	4	4	64	4	4	4	4	4	20	4	4	4	4	4	4	24	
7	Fjira	5	4	4	4	4	21	4	4	2	4	4	4	4	4	4	4	4	4	2	4	4	4	64	4	4	4	4	4	20	4	4	4	5	4	4	25	
8	Siti tasha rosiani	3	3	3	3	3	15	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	51	3	3	3	3	3	15	3	3	3	3	3	3	18	
9	Nurkhalisa anief	3	4	3	2	3	15	3	3	4	4	3	3	3	3	3	3	4	4	3	3	4	4	59	3	3	3	3	3	15	3	3	4	2	3	3	18	
10	Miftahul khaira	3	3	4	3	3	16	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	51	3	3	3	3	3	15	3	3	3	3	3	3	18	
11	Muthalhan fira ramadani.H	4	4	4	4	4	20	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	66	4	4	4	4	4	20	4	4	4	3	4	4	23		
12	A. Dian Novia	3	3	3	3	3	15	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	51	3	3	3	3	3	15	3	3	3	3	3	3	18		
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23	Ibu cana	3	3	4	4	3	17	3	3	3	3	3	4	4	3	3	3	2	4	4	3	4	3	55	4	3	4	4	3	18	4	3	3	3	3	3	19	
24	nurelya walyuningsih.s	4	4	5	4	4	21	4	4	2	4	3	4	5	5	4	5	5	4	5	2	4	4	68	5	3	5	5	5	25	5	5	5	3	5	5	28	
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31	Muhammad Aghisna lewungan	3	3	4	3	3	16	3	3	3	3	3	3	5	2	3	4	3	4	4	2	3	3	54	3	3	5	4	4	19	4	3	2	2	3	3	17	
32	Muh. Farhan. S	4	4	4	4	4	20	4	4	4	4	5	4	4	4	4	4	4	4	2	4	4	67	4	4	4	4	4	21	5	4	4	3	4	4	24		
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44	Muh Adhika Y	3	4	4	3	4	18	4	4	3	4	4	4	4	4	4	4	4	4	3	3	3	63	3	3	4	4	3	17	4	4	4	4	3	3	22		
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48	Takya fara ayesa	5	4	5	5	5	24	5	4	5	1	5	5	5	5	5	5	5	5	1	5	5	77	5	5	5	5	5	25	5	5	5	5	4	5	29		
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65	Magfra	3	4	4	4	4	19	4	3	3	3	4	4	4	3	3	4	3	4	4	2	3	4	58	3	4	3	3	4	17	4	4	4	4	4	4	24	
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84	Muhammad Irfan	3	3	4	4	3	17	4	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	53	3	3	4	3	3	16	4	5	3	3	3	4	22	
85	Ahmad Faruq Mahfuzh	3	3	2	5	4	17	2	2	3	2	3	3	4	4	4	3	2	4	4	1	3	3	51	4	3	3	4	3	17	4	3	4	3	3	4	21	
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95	Nela dwi putri	3	3	4	3	4	17	3	3	3	4	5	4	3	3	3	3	4	3	3	5	4	4	60	4	4	3	4	3	19	3	5	5	2	4	5	24	
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97	Asmri	4	3	3	3	3	16	3	4	3	4	4	3	4	5	3	4	3	4	3	1	3	5	59	3	5	4	2	4	18	3	4	4	3	3	5	22	
98	Andi Melki Azzahra Wardi	4	4	3	3	3	17	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	52	3	3	3	3	3	15	3	3	3	3	3	3	18		
99	A. Mutmainnah aco	3	3	3	3	2	14	2	3	3	3	4	4	4	3	3	3	3	3	2	3	3	3	52	2	3	3	3	3	14	4	3	3	3	3	3	19	
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102	Nulu Antella	4	3	4	4	4	19	4	3	3	3	4	4	4	4	4	4	4	5																			



## Appendix 7: Validation Certificate

### SURAT KETERANGAN VALIDASI

Yang bertandatangan di bawah ini :

Nama : Darwis,S.Si.,M.Si

Instansi : STAIN MAJENE

Jabatan : Dosen

Telah membaca instrumen penelitian berupa lembar angket dan wawancara yang akan digunakan dalam penelitian proposal dengan judul "PERCEPTION OF ELEVENT-GRADE STUDENTS REGARDING THE IMPLEMENTATION OF *MERDEKA BELAJAR* CURRICULUM IN ENGLISH CALSSES SMAN 2 MAJENE" oleh peneliti :

Nama : Nurhakiki

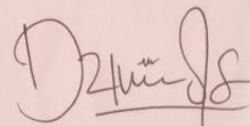
NIM : 10256119001

Program Studi : Tadris Bahasa Inggris

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

Majene, 3 Agustus 2023

Validator



Nip.199101272019031017

## Appendix 8: Documentation









## **CURRICULUM VITAE**



Nurhakiki was born in Sese, Mamuju Regency, West Sulawesi, on October 07, 2001. She is the third child of five children. She is the daughter of Mr. Muhammad Amin and Mrs. Muliati. The Researcher studied at Madrasah Ibtidaiyah Sarampu Polewali Mandar until fifth grade then continued her studies at SD Negeri Tajimane, and graduated in 2013. Then continued junior high school at SMP Negeri 3 Malunda and graduated in 2016. then in 2016-2019, She continued his high school education at SMA Negeri 1 Tapalang. In 2019, the Researcher continued his studies at the Majene State Islamic Religious College (STAIN Majene) by taking the Tadris English study program, Tarbiyah, and the teacher training department.