THESIS

ENGLISH TEACHERS' PERCEPTION OF ELT IN MERDEKA CURRICULUM AT SMKN DARUL ULUM MUNCAR ACADEMIC YEAR 2022/2023

By:

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

ISLAMIC INSTITUTE OF DARUSSALAM

BLOKAGUNG BANYUWANGI

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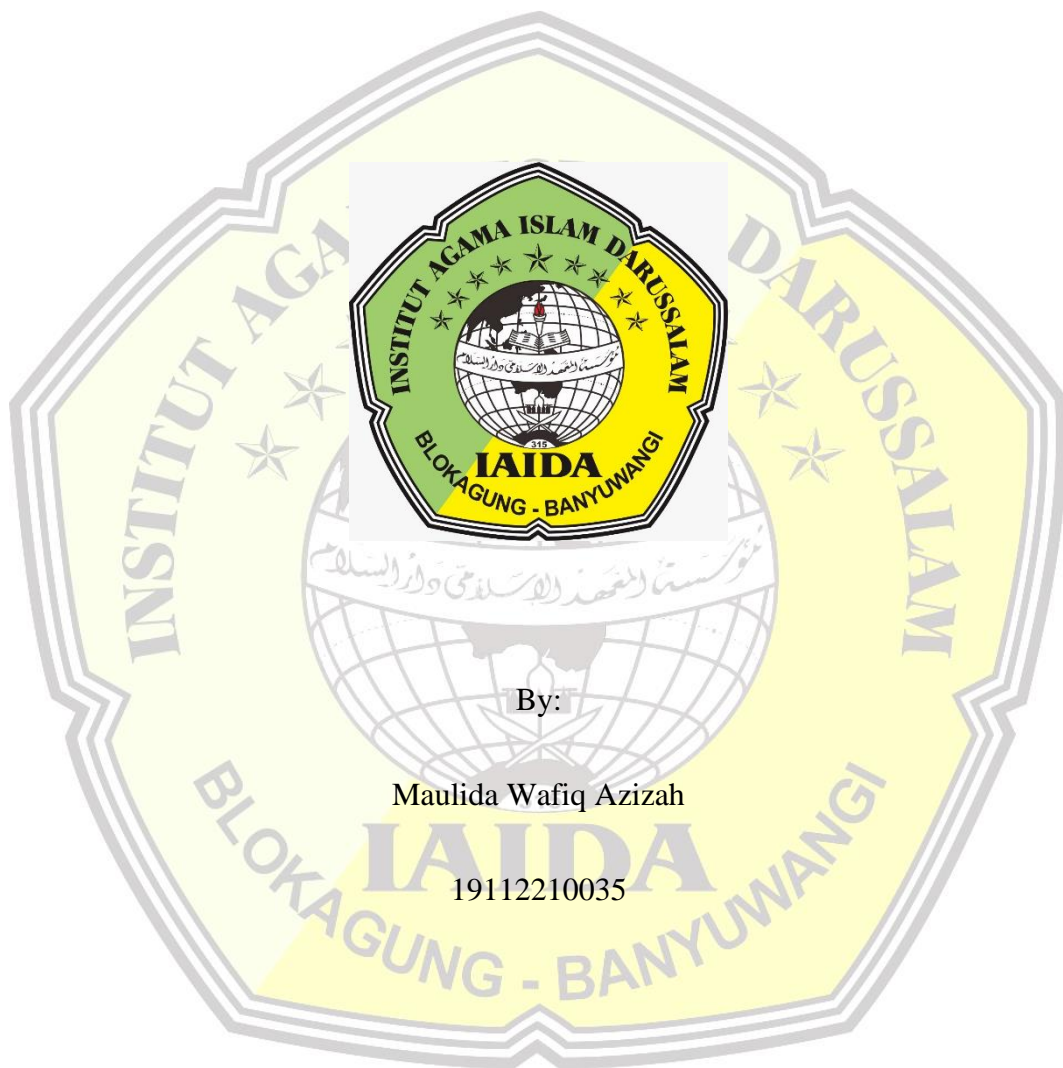

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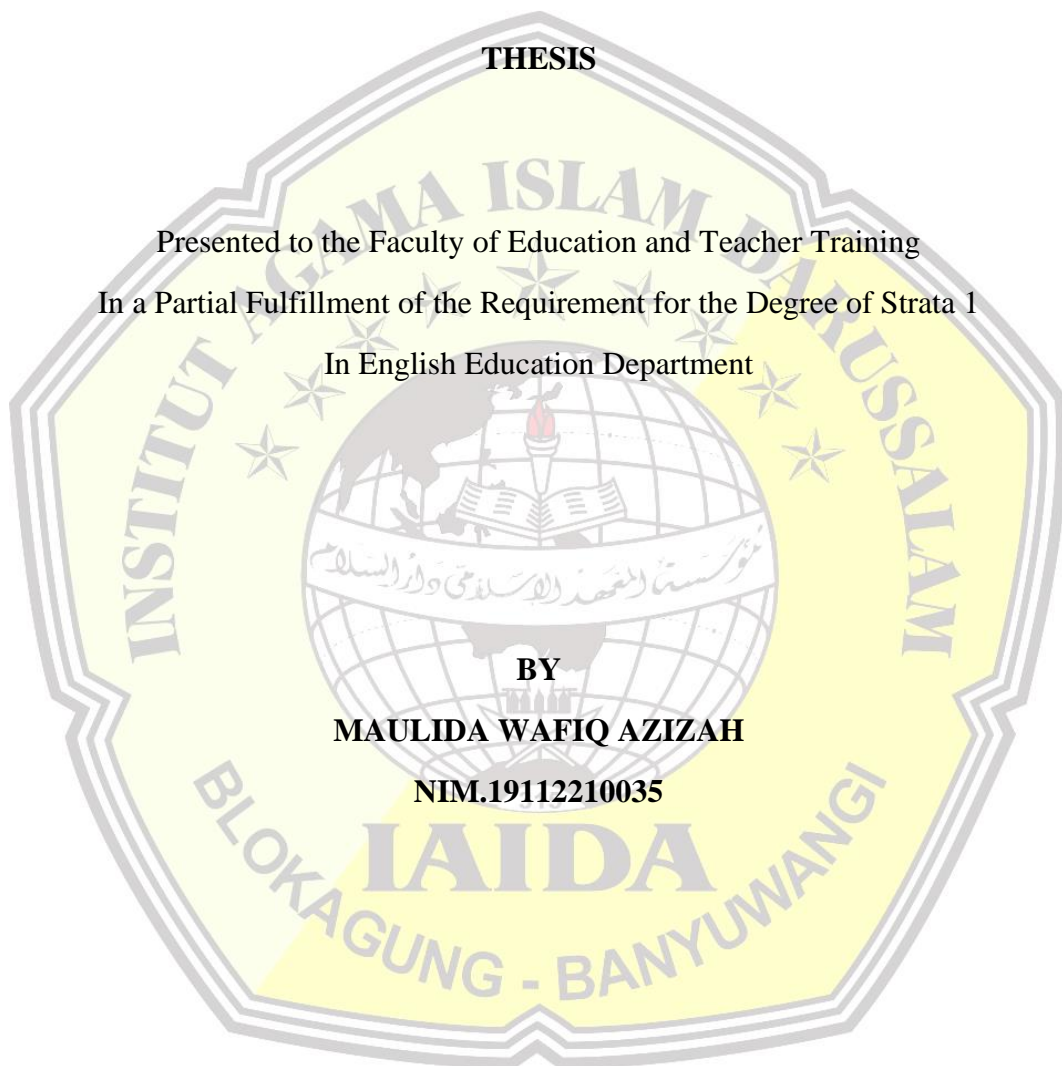
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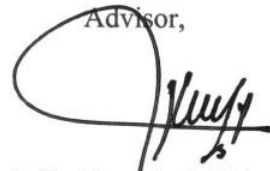It has been approved to be submitted in a thesis seminar

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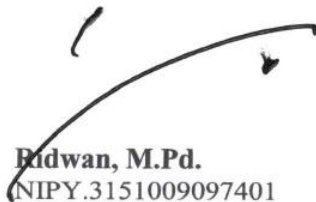**Adib Ahmada, M.Pd.**
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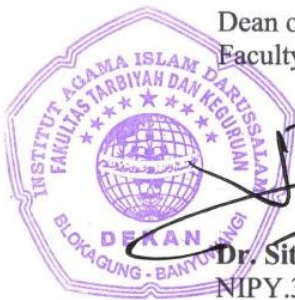
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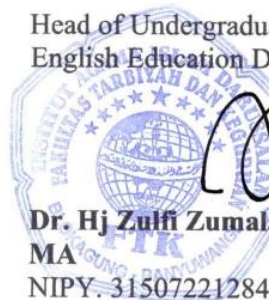NIPY.3151009097401

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a. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

b. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.

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ABSTRACT

Maulida Wafiq Azizah. 2023. English Teachers' Perception Of Elt In Merdeka Curriculum At SMKN Darul Ulum Muncar Academic Year 2022/2023. Thesis, English Education Department Faculty Of Education And Teacher Training Islamic Institute Of Darussalam. Advisor: Adib Ahmada, M.Pd.

Key Words: Perception, ELT, Merdeka Curriculum

The curriculum in Indonesia has changed nine times from 1945 to 2013. In 2020 Indonesia experienced the Covid-19 pandemic, and the government issued a policy for all Indonesians to quarantine at their respective homes, and teaching and learning activities were carried out online. The result of this policy is to make the learning crisis worse. Then in August 2020, the government issued an emergency curriculum policy to prevent the worsening of the learning crisis, which is a simplification of the national curriculum at its core. Which aims to make students and teachers only focus on core competencies and prerequisites to continue learning at the next level. After a school year, the government found that the emergency curriculum had better results than the previous curriculum. Furthermore, in February 2022, the government began to apply the Merdeka Curriculum.

This study aims to learn more about English teachers' perception of the Merdeka Curriculum at SMKN Darul Ulum Muncar for 2022–2023. In the Merdeka Curriculum, researchers focus on teaching modules and the Strengthening Pancasila Student Profile Project (P5).

For data collection, the Researcher uses quantitative methods, the reason the Researcher choose this method is that finding out the frequency of perception of questionnaire results requires calculations and involving numbers, and this method is the most appropriate. Then for the research model with a survey model, researchers distributed questionnaires to nine English teachers at SMKN Darul Ulum Muncar.

Furthermore, this study found that the perception of English teachers towards the Merdeka Curriculum at SMKN Darul Ulum Muncar was categorized as very good. The overall average score of teachers indicates this very good category is 79, which is included in the interval range score of $72 < X$, which means it is categorized as very good. More specifically, four teachers have good perceptions, and five others have very good perceptions.

ABSTRAK

Maulida Wafiq Azizah. 2023. English Teachers' Perception Of Elt In Merdeka Curriculum At SMKN Darul Ulum Muncar Academic Year 2022/2023. Thesis, English Education Department Faculty Of Education And Teacher Training Islamic Institute Of Darussalam. Advisor: Adib Ahmada, M.Pd.

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Kurikulum di Indonesia telah mengalami perubahan sebanyak Sembilan kali sejak tahun 1945 sampai tahun 2013. Pada tahun 2020 indonesia mengalami pandemic covid 19 dan pemerintah mengeluarkan kebijakan agar seluruh rakyat Indonesia untuk melakukan karantina di rumah masing-masing dan aktivitas belajar mengajar dilakukan secara daring. Akibat dari kebijakan ini adalah membuat krisis pembelajaran semakin parah. lalu pada agustus 2020 pemerintah mengeluarkan kebijakan kurikulum darurat untuk mencegah semakin parahnya krisis pembelajaran, yang mana kurikulum darurat ini adalah penyederhanaan dari kurikulum nasional pada intinya. Yang bertujuan agar siswa dan guru hanya berfokus kepada kompetensi inti dan prasyarat untuk melanjutkan pembelajaran pada jenjang selanjutnya. setelah berjalan satu tahun ajaran, pemerintah menemukan bahwa penggunaan kurikulum darurat mendapatkan hasil yang lebih baik daripada kurikulum sebelumnya. Dan pada februari 2022 pemerintah mulai mengaplikasikan kurikulum merdeka.

Tujuan di laksanakannya penelitian ini adalah untuk mengetahui dan memberikan informasi tentang persepsi guru Bahasa inggris terhadap kurikulum merdeka di SMKN Darul Ulum Muncar tahun ajar 2022/2023. Yang mana pada kurikulum merdeka peneliti memfokuskan kepada modul ajar dan Projek Penguatan Profil Pelajar Pancasila (P5).

Untuk pengambilan data penelitian, peneliti memakai metode quantitatif, alasan peneliti memilih metode ini adalah karena untuk mengetahui frequensi persepsi dari hasil questionnaire diperlukan perhitungan dan meliatkan angka, dan metode ini adalah yang paling tepat. Lalu untuk model penelitian dengan model survey, dimana peneliti menyebar questionnaire kepada Sembilan guru Bahasa inggris di SMKN Darul Ulum Muncar.

Dan dari penelitian ini, peneliti menemukan bahwa pesepsi guru bahasa inggris terhadap kurikulum merdeka di SMKN Darul Ulum Muncar berkategori sangat baik. Ini di indikasikan dari skor rata-rata keseluruhan guru adalah 79 yang mana skor ini termasuk dalam skor rentang interval $72 < X$, yang berarti berkategori sangat baik. Lebih detailnya adalah empat guru mempunyai persepsi berkategori baik dan lima guru lainnya mempunyai persepsi berkategori sangat baik.

MOTTO

It is okay, even if today was disappointing or lacking. It is okay even if there was something regretful because there is a new opportunity approaching called tomorrow.

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Writer gratitudes to Allah Almighty, who has given us mercy and blessing. Praise and greetings are continuously poured out to the Prophet Muhammad sholallohu 'alaihi wa salam, who has perfected morality and is the best role model.

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May Allah reward you for your kindness, for the best rewarder of kindness is alloh, Amen.

Banyuwangi, 01st April 2023
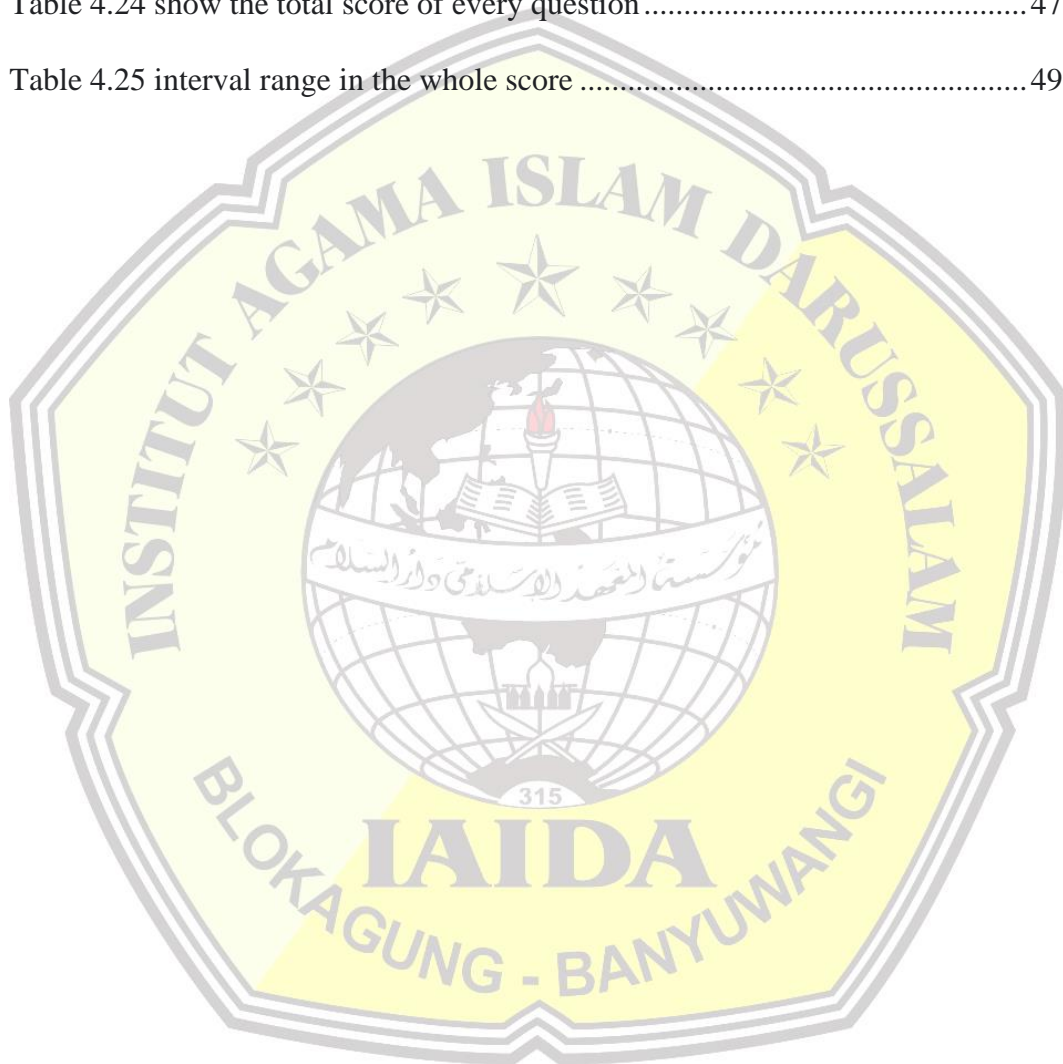
Maulida Wafiq Azizah

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CHAPTER I

INTRODUCTION

A. Research Background

According to Nafrin and Hudaidah (2021) from Notoadmojo (2012), the word education is etymologically absorbed from the Latin Eductum. Eductum consists of two words, E means development from the inside out or a little to a lot, and Duco, means developing, so etymologically, Education is a process of development in the individual. According to Sujana (2019), Education is an effort to help the students' souls, both physically and mentally, from their nature toward human civilization and better.

This Educational Effort certainly has a function and purpose. according to Widya (2019) the function of education is to eliminate all sources of people's suffering from ignorance and backwardness and the function national education is to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life. Then the purpose of the National Education Goal, in accordance with the Tap MPRS No. XXVI/MPRS/1966 about religion, education and culture, *tujuan pendidikan adalah untuk membentuk manusia Pancasila sejati berdasarkan pembukaan UUD 1945.* That mean the fuction of education is to create the true pancasila human according to opening of 1945 constitution. Furthermore, in Law No. 2 of 1989, it is reaffirmed that *Pendidikan Nasional bertujuan mencerdaskan kehidupan bangsa dan mengembangkan manusia Indonesia seutuhnya, yaitu manusia yang beriman dan bertaqwa terhadap Tuhan Yang Maha*

1

Esa dan berbudi pekerti luhur, memiliki pengetahuan dan keterampilan, kesehatan jasmani dan rohani, kepribadian yang mantap dan mandiri serta rasa tanggung jawab kemasyarakatan dan kebangsaan. That mean national education aims to educate the nation's life and develop the whole Indonesian people, namely people who have faith and devotion to God Almighty and have noble character, have knowledge and skills, physical and spiritual health, a steady and independent personality and a sense of community and national responsibility.

To achieve the functions and objectives of Education, educators must, of course, have a learning plan so that Education itself runs as desired and can achieve its goals. Teaching planning in Education is called the curriculum. According to Afriansyah (2019), the curriculum comes from the Greek Language, namely Curir, runner, and Curare, which means a place to race. So the term curriculum comes from the world of sports in Ancient Roman times in Greece, which contains the meaning of distance that a runner must travel from the starting line to the finish line. In later developments, the term curriculum was used in Education and teaching, which can be interpreted narrowly and broadly in the curriculum context. In a narrow sense, the curriculum is defined as some of the subjects given in the school. In contrast, in the broad sense, the curriculum is all the learning experience the school provides students during their Education. The school provides students with learning experiences in this broad sense. Its purpose is to produce graduates who are both quantitative and qualitative. In the perception of national education policy as can be seen in the National Education System Law No. 20 of 2003 states that: *kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi,*

dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu. That means a curriculum is a set of plans and arrangements regarding the objectives, content, learning materials, and methods used as guidelines for implementing learning to achieve specific educational goals.

According to insani (2019), the curriculum has undergone eleven developments in Indonesia from 1945 to 2013. Curriculum development consists of first the 1947 curriculum, second the 1954 curriculum, third the 1968 curriculum, the fourth the 1973 curriculum (Development School Pioneer Project), the fifth curriculum 1975, the sixth curriculum 1984, the seventh curriculum 1994, the eighth curriculum 1997 (curriculum revision 1994), the ninth curriculum 2004 (Competency-Based Curriculum), the tenth curriculum 2006 (Education Unit Level Curriculum), the eleventh curriculum 2013. The change made by the government aims to make the quality of Education in Indonesia better. However, this learning crisis is not over, and the Covid-19 pandemic exacerbated this in Indonesia in 2020, which made learning lost schools close during the Covid-19 pandemic, resulting in online learning. Anggraena et al. (2022) state that this impact strengthens the learning gap. A survey from the Kemendikbud (Ministry of Education and Culture) (2020) shows a gap in the use of learning platforms between schools in the frontier, outermost, and disadvantaged areas (3T).

Furthermore, the anti-discrimination government can issue an emergency curriculum in August 2020. Furthermore, according to Anggraena et al. (2022), this curriculum simplifies the national curriculum at its core. In the emergency

curriculum, essential competencies are reduced for each subject so that teachers and students can focus on essential and prerequisite competencies for continuing learning at the next level. Teachers are also encouraged to conduct periodic diagnostic assessments to diagnose cognitive conditions (student learning abilities and outcomes) and non-cognitive conditions (psychological and emotional states of students) due to distance learning. With this diagnostic assessment, it is hoped that teachers can provide appropriate learning according to the conditions and needs of their students. After running for a school year, the Ministry of Education and Culture evaluated the implementation of the emergency curriculum. These evaluations generally show that students who use the emergency curriculum get better assessment results than users of the 2013 Curriculum, regardless of their socioeconomic background. Furthermore, from this, the government publishes a Merdeka Curriculum.

According to Maulida (2022), The independent learning curriculum was essentially formed by PT Cikal but was initiated and echoed by the Minister of Education. Until now, it has been thoroughly socialized to the education unit to update the learning process constrained by the pandemic. The government provides optional in the process of implementing a Merdeka Curriculum in schools, namely; (1) freedom of learning, (2) freedom of sharing, (3) freedom of change. The essence of freedom of learning is to deepen the competence of teachers and students to innovate and upgrade the quality of learning independently. The Merdeka Curriculum has four principles: 1) The National Standardized School Examination (USBN). It has been changed to an assessment exam, which assesses student

competence through written tests or can use other more comprehensive assessments such as assignments. 2) National Examinations (UN) are changed to minimum competency assessments and character surveys. This activity aims to spur teachers and schools to upgrade the quality of learning, and selection tests for students to the next level cannot be used as a reference Basic. Minimum competency assessment to assess literacy, numeracy, and character. 4) Learning Implementation Plan (RPP), in contrast to the previous curriculum, where the RPP follows the format. The Merdeka Curriculum provides flexibility for teachers to be able to freely choose, create, use, and develop the RPP format. The three core components in making RPP must be considered: learning objectives, learning activities, and assessment. RPP is now famous for teaching modules. According to Muin, Abdul et al. (2022), one of the efforts to overcome existing problems is to launch a "Merdeka Curriculum," which began to be implemented in February 2022. Furthermore, the target of this curriculum is the school level at the elementary, junior high, and high school levels.

According to Rembangsupu, Budiman, Bidin, Puspita, & Rangkuti (2022), Types of Education in Indonesia according to article 1 paragraph 9 of Law No. 20 of 2003 explain that there are eight types of Education consisting of 1). General Education, 2). Vocational Education, 3). Academic Education, 4). Professional Education, 5). Vocational Education, 6). Religious Education, 7). Special Education, 8). Official Education.

Furthermore, in this study, the author will use the type of vocational Education referred to as SMK (Vocational High School) as an object. According to

Rembangsupu, Budiman, Bidin, Puspita, & Rangkuti (2022), Vocational Education is Education to prepare people to focus on one field of work or one field of work over other fields of work. Vocational Education in Indonesia is juridically regulated in the National Education System Law (Sisdiknas) Number 20 of 2003 Article 15, which states that vocational Education is secondary Education that prepares students, especially to work in specific fields. More precisely, vocational Education is directed to study a specialized field so that graduates have specific skills such as business, manufacturing, agriculture, home affairs, automotive telecommunications, electricity, buildings, etc. Vocational Education includes:(1). Vocational Education is Education that has the character to prepare for the availability of labour, (2). Vocational Education leads to the original subject matter of labour in the retail and industrial world (3). The learning experience to be possessed through vocational Education consists of cognitive and psychomotor affective aspects to be applied to work situations and to utilizing teaching and learning (4). Education is seen from two insights, the first criterion of the success of students in school, and the second criterion is seen as the success of becoming a graduate after us in the real world of work, (5) Vocational Education has a sensitivity / that is by the development of the retail world. Therefore, vocational Education must be responsive and proactive to the development of insight and technology, (6) Work and laboratories are the number one equipment for vocational Education that can be seen realistically and educationally in the work area.

The Researcher has chosen SMKN Darul Ulum Muncar as the research location for the research site. According to data and interviews conducted by the author

when carrying out Field Experience Practice, SMKN Darul Ulum Muncar was established in 2003 according to the Decree of the Regent of Banyuwangi number 30 dated 29th March 2003. Moreover, it officially operated from the beginning of the 2003/2004 academic year. It was located in the neighbourhood of Mambaul Ulum Islamic boarding school in Jalan, KH. Askandar KM 2 Wringinputih Village, Muncar District, Banyuwangi Regency. This school was founded by and at the initiative of Bani Askandar and the Mambaul Ulum Islamic boarding school foundation administrators. Donating 1 hectare of land and several buildings started from 3 majors in the 2003/2004 academic year with 76 students. With his age reaching 14 in 2016, SMKN Darul Ulum Muncar was verified by the Directorate of SMK Development. The State Vocational High School, led by Mr Magiyono, M.Pd now has seven majors, namely Automotive Engineering, Fishing Vessel Engineering, Computer Network Engineering, Telecommunications, Clothing, Labaga Financial Accounting, Visual Communication Design, and Agricultural Products Processing Agrotechnology, with a total of 1,820 students and 138 teachers and staff. The Researcher was chosen SMKN Darul Ulum Muncar because this school is one of the Center of Excellence Vocational High Schools (SMK PK) in Banyuwangi. SMKN Darul Ulum Muncar hold this title In 2020. COE is a school developed as a role model centre for vocational Education that is better prepared to educate female students to enter the industrial world. The Researcher has chosen SMKN Darul Ulum Muncar because it has implemented Merdeka Curriculum. Besides, the Researcher has practised PPL (teaching practice training) there.

Teaching in vocational schools is not only filled with vocational subjects, but students are also given general subjects such as mathematics, Indonesian, foreign languages, and others. One of the foreign languages taught at SMKN Darul Ulum is English. In this study, the Researcher wants to examine how English teachers perceive the Merdeka Curriculum and whether they think it is more effective than the 2013 curriculum. The reason the Researcher takes a research on teachers' perception of the Merdeka Curriculum is that teachers are primary stakeholders who are very familiar with ELT and teaching and feel the change in teaching patterns, such as the statement by Muhadi, Giyoto, & Untari (2021) from Muhaimin et al. (2010), stakeholders consist of three kinds of primer stakeholders (government), secondary stakeholders (principals, educators, and education staff, students, administrative staff, foundations, and school committees), and tertiary stakeholders (partner communities providing employment opportunities or the society of users of graduates of educational institutions). Furthermore, the Researcher chooses teachers' perceptions of the Merdeka Curriculum as the Researcher's research.

In this research, the Researcher chose the teachers' perception because, according to the explanation above, teachers are the primary stakeholders who understand teaching and feel the change in teaching patterns based on the abovementioned reason. The Researcher conducted the research under the title English Teachers' Perception Of ELT In Merdeka Curriculum At SMKN Darul Ulum Muncar. Furthermore, this research is considered necessary by Researcher because, in addition to the fact that teachers are primary stakeholders in Education,

teachers are people whose voices of perception must be heard. After all, teachers are the first to be aware of the changes that occur in the curriculum. Teaching will be more difficult if teachers do not understand the concept of teaching itself. Furthermore, this research is intended to be considered by interested parties in curriculum development and Education to see the impact of teachers' application of this Merdeka Curriculum.

B. **Research Problem**

1. What are SMKN Darul Ulum's English teachers' perceptions of implementing teaching modules in the Merdeka Curriculum?
2. What are the English teachers of SMKN Darul Ulum's perceptions of implementing the P5 project in the Merdeka Curriculum?

C. **Research Objective**

1. To know the teachers of SMKN Darul Ulum's perception of implementing teaching modules in the Merdeka Curriculum.
2. To know the teachers of SMKN Darul Ulum's perception of implementing the P5 project in the Merdeka Curriculum.

D. **Research Hypothesis**

The researcher did not test the hypothesis in this study because the research type used was descriptive. According to Dr H. Abdullah K. (2018), Descriptive research is research conducted on independent variables, without making

comparisons or connecting with other variables, a study that seeks to answer questions. Dr H. Abdullah K. also explained in his book that descriptive research does not require administration or control over treatment if it is not intended to test a particular hypothesis as in explanatory research but only describes or affirms a concept or symptom or answers questions as they are about a variable, symptom or condition, in the sense of only looking for information that can be used in decision-making. The scope taken by the author is a survey.

E. Research Significant

It is hoped that the results of this study can provide benefits, including the following:

1. Theoretically

The Researcher hopes to provide some information related to the perception of the English teachers' of SMKN Darul Ulum about applying the Merdeka Curriculum that focuses on ELT.

2. Practically

The Researcher hopes this study will support teachers in terms of Education and provide helpful information for various stakeholders, including teachers, students, and other researchers. Teachers can supervise and provide the best learning strategies on the Merdeka Curriculum and other curricula. So that learning activities can be achieved effectively. In addition, the Researcher hopes that the results of this study can make material for comparison and consideration for the

parties concerned, whether curriculum changes at this time are the right thing to overcoming problems in teaching and can improve the quality of teaching in Indonesia.

F. Research Scope And Limitation

This research focused on teachers' perceptions of English Language Teaching (ELT) in the Merdeka Curriculum. In this teaching case, the Researcher examined teachers' perceptions of implementing teaching tools in the Merdeka curriculum. The teaching tool referred to the teaching module and P5 (Projek Penguatan Profil Pelajar Pancasila). The teaching module discussed General information, Core components, and appendices in the teaching module. Furthermore, the P5 discusses six elements P5 namely: Having faith, devotion to the one and only god, and having a noble character; Global diversity; Working together; Self-sufficient; Critical thinking; Creative. The Researcher carried out this study at SMKN Darul Ulum Muncar in the academic year 2022/2023. Moreover, the research subject is 9 English teachers at SMKN Darul Ulum Muncar.

G. The Definition Of Key Terms

1. Perception

The definition of perception in Language seen from the Oxford Dictionary is a way to see or understand something. And according to Amirudin and Ladamay (2022) from Gege Agus S (2019, p.103). Perception in the narrow sense is sight,

for the way a person sees things, while in a broad sense is a view or understanding, that is, how one perceives or interprets something.

2. English Language Teaching (ELT)

ELT stands for English language teaching. The definition of teaching linguistically in the oxford dictionary is to give lessons or knowledge to someone. Moreover, Oemar Hamalik in Ridolf (2020) says teaching or educating tutors pupils. So English language teaching provides knowledge and guidance to a student or someone in the English subject.

3. Merdeka Curriculum

According to Anggraena, Yogi, et al (2022) in Kajian Akademik Kurikulum Untuk Pemulihan Pembelajaran state that *Kurikulum Merdeka adalah kebijakan yang memberikan fleksibilitas kepada satuan pendidikan, pendidik, serta peserta didik. Di berbagai negara, prinsip fleksibilitas kurikulum dan upaya untuk menyederhanakan serta mengurangi kepadatan konten dilakukan dengan pemisahan antara kerangka kurikulum dengan kurikulum operasional.* That mean The Merdeka Curriculum is a policy that provides flexibility to educational units, educators, and students. In many countries, the principle of curriculum flexibility and efforts to simplify and reduce content density are carried out by separating the curriculum framework from the operational curriculum

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Literature

1. Perception

   According to Branca, in 1964 in Bimo Walgito (2004: 88) in Alvianti, and Alrianingrum (2021), the perception was organizing, an interplay to the stimulus it sensed so that it was something meaningful, and was an integrated response within the individual. Therefore in a sense, people will associate with a stimulus, while in perception, one will associate with objects.

   a. Kind of Perception

   According to Purwaningsih (2020) from Sunaryo (2002). There are two kinds of perception. Those are: *First*, External perception is the perception that occurs due to the presence of excitatory that comes from outside the individual. *Second*, Self Perception is the perception that occurs due to the presence of excitatory that comes from within a person. In this case, the object is itself.

   b. Factors that influence perception

   According to Purwaningsih (2020) from Dahlan (2017). The factors that influence the perception are internal and external. Internal factors there are: *First*, The psychological needs of a person affect his perception. *Second*, The background affects the things chosen in perception. *Third*, The experience prepares a person to look for people, things, and symptoms similar to his

experience—f*ourth*, Personality. An introverted person may be attracted to similar people. *Fifth*, General values and beliefs. Example: People have a confident attitude towards female employees. *Sixth*, Self-acceptance is an important trait that influences perception.

According to Purwaningsih (2020) from Dahlan (2017), External Factors that affect perception are *First*, Intensity. More intensive stimuli have more responses than less intense stimuli. *Second*, Size Larger objects attract more attention than size smaller object. *Third*, Other commonly seen things will quickly attract attention—f*ourth*, Movement. A moving object attracts more attention than a stationary one. *Fifth*, Deuteronomy. Usually, things that repeat themselves can attract attention—s*ixth*, Familiarity. A familiar one will attract more attention. *Seventh*, something new. This element also affects a person in selecting information.

c. The process of occurrence of perception

The occurrence of perception requires several stages. According to Purwaningsih from Sunaryo (2002), perception requires four stages to achieve results. Namely, *the first* stage is slowness or physical process, the process of being countered by a stimulus by the senses. *The second* stage is the physiological process, passing on a stimulus/object that the sensory apparatus has received through the nerves to the brain. *The third* stage, the psychological process, is the process in the brain so that the individual understands, realizes, interprets, and assesses the object. *The fourth* stage is the result obtained from a process of perception in the form of responses, images, and impressions.

2. ELT (English Language Teaching)

ELT stands for English language teaching. Moreover, in Indonesia, teaching means *pengajaran*, and according to the putri (2018) from Ahmad Rohani (2004:1), teaching is one of the teaching activities (process). The teachers' principal duties and responsibilities are managing the teaching more effectively, dynamic, Ephesian, and positive, which is marked by consciousness and dynamic interconnectedness between the two teaching subjects of teachers as initial initiators and guides, while learners as experienced and engaged actively to gain a change in teaching.

In teaching, teachers must have teaching preparation. One of the things that teachers must do before teaching is a teaching tool. According to Anggraena, Yogi, et al. (2022), teaching tools are various sources and teaching materials used by teachers and other educators to achieve the profile of Pancasila students and Learning Outcomes. Anggraena, Yogi, et al. also stated that this teaching tool aims to help educators who need reference or inspiration in teaching. The teaching tools include textbooks, teaching modules, learning videos, learning objectives, and projects to strengthen the profile of Pancasila students (P5). Moreover, in this study, the Researcher will only focus on teaching modules and P5.

a. Teaching Module

According to Maulida (2022), teaching modules are learning tools or learning designs based on the curriculum applied to achieve predetermined

competency standards. The primary role of the teaching module is to support the teacher in designing learning. According to Maulida (2022), the teaching module has three components: General information component, Core component, and Appendix.

1) General information component

According to Maulida (2022), the general information component contains: *First*, The identity of the module's author, the essence of origin, the year the teaching module was formed, school level, class, and time allocation. *Second*, Initial competence is a statement of knowledge and skills students must achieve before learning the material. *Third*, Pancasila Student Profile is the ultimate goal of a learning process related to student character building—f*ourth*, Facilities and Infrastructure. Facilities and infrastructure are facilities and media needed by teachers and students to support the learning process in the classroom. *Fifth*, Target Students. In the Merdeka Curriculum, there are three categories of students in general, including a) Regular students who need help understanding the teaching material. b) Students have learning difficulties, namely students who experience physical and mental problems where they are less able to concentrate long-term, understand the teaching material, lack self-confidence, and others. c) High-achievement students are relatively quick to understand the learning material, skilled in critical thinking, and can lead. *Sixth*, Learning Models. The Merdeka Curriculum's learning models are diverse and can use the material and class learning models.

2) Core component

According to Maulida (2022), the core components of the learning module are: *First*, Learning Objectives on the learning objectives must contain critical points on the learning and can be tested by different types of assessments. Learning objectives consist of a flow of learning outcomes content and a path of learning objectives. S*econd*, Meaningful Understanding. To describe the learning process, it is not only memorizing concepts or phenomena, but it is necessary to apply activities to connect these concepts to form a good understanding so that the concepts the teacher has designed can shape student behaviour. T*hird*, Lighter Question. Lighter are questions contained in the learning of the teaching module to awaken speech intelligence, and curiosity, start discussions between friends or teachers, and start observations. *Fourth*, Learning Activities scenarios. This activity contains learning scenarios in the classroom or outside the classroom. *Fifth*, Assessment. The Merdeka Curriculum divides assessment into three categories: diagnostic, formative, and summative. Diagnostic assessment should be carried out before learning. Formative assessment is carried out during the learning process. At the same time, the summative assessment is carried out at the end of the learning process.

3) Appendix

According to Maulida (2022), In Appendix contains worksheets of learners, enrichment and remedial, teacher and student reading materials, a glossary, and a bibliography.

b. Projects To Strengthen The Profile Of Pancasila Students (P5)

P5 stands for Projek Penguatan Profil Pelajar Pancasila (projects to strengthen the profile of Pancasila students). According to Cultural Research (2021) in the Pocket Book of Independent Learning Questions and Answers, the Pancasila Student Profile is a learning approach through projects with the primary goal of achieving the dimensions of the Pancasila student profile. In this project, students are asked to analyze specific themes that are priorities yearly. Furthermore, according to Cultural Research (2021), the purpose of this P5 is as a Compass for educators and national students. Pancasila student profile provides an overview of the character and abilities of Indonesian students.

According to Rachmawati, Nugraheni et al. (2022) from Rahayuningsih (2022), strengthening Pancasila students' profile focuses on cultivating character and abilities in daily life instilled in individual students through school culture, intracurricular and extracurricular learning, and Work Culture. According to Cultural Research (2021), there are six dimensions of the Pancasila student profile, namely: *First*, Have faith, devotion to the one true god, and have a noble character—s*econd*, Global diversity. *Third*, Work together. *Fourth*, Self-sufficient. *Fifth*, think critically. *Sixth*, Creative.

3. Merdeka Curriculum

According to Muin, Abdul, et al (2022) in their book Pengembangan Kurikulum Merdeka state that *Kurikulum Merdeka adalah kurikulum pembelajaran intrakurikuler yang beragam dan mengoptimalkan dari segi konten sehingga memberi peserta didik cukup waktu untuk mengeksplorasi konsep dan memperkuat kompetensi mereka. Guru memiliki fleksibilitas untuk memilih dari berbagai alat pendidikan untuk menyesuaikan model pembelajaran dengan kebutuhan belajar dan minat peserta didik.* That mean is The Merdeka Curriculum is a curriculum with diverse intracurricular learning, the content will be more optimal so that students have enough time to explore concepts and strengthen competencies. Muin, Abdul, et al (2022) also said That Merdeka curriculum is applied with the aim of training the independence in thinking of students. The most important essence of freedom of thought is addressed to the teacher. If teachers in teaching are not yet independent in teaching, of course students are also not free in thinking. And this freedom of learning also gives students the opportunity to develop the potential they have and is not centered on values alone, because in this independent learning the teacher teaches not constrained by RPP (learning implementation design), so the teacher can focus on giving what students need.

a) Concept of Merdeka Curriculum

According to Muin, Abdul et al. (2022), several points can be drawn from the concept of the Merdeka Curriculum launched by Nadiem Makarim. *First*, independent learning answers the problems teachers face in educational practice.

Second, Teachers are reduced in their burden in carrying out their profession through independent flexibility in assessing student learning with various instruments, independence from burdensome administrative making, and freedom from pressure and politicizing teachers. *Third*, Opening eyes to know more about what obstacles teachers face in learning tasks at school. From new student problems, teacher administration in teaching preparation, and learning process, to evaluate problems such as USBN-UN. *Fourth*, Teachers as the frontline in shaping the nation's future through the learning process, so it is essential to create a happier learning atmosphere in the classroom.

b) Advantages of Merdeka Curriculum

According to Muin, Abdul et al. (2022), Merdeka Curriculum has Some advantages compared to the previous curriculum: *First*, More simply and profoundly, essential materials become the focus of the Merdeka Curriculum. Learners will absorb simple and immersive learning without haste. Deep learning with a fun design will make learners more focused and interested. *Second*, More independence, the Merdeka Curriculum, which is the policy of the Minister of Education and Culture of the Republic of Indonesia, is a benchmark in designing learning. The concept of the Merdeka Curriculum gives teachers independence in designing the learning process according to needs and learning outcomes. A learning process designed according to needs will be good when applied, as opposed to designing by not looking at the needs of learners. *Third*, More relevant and interactive, More relevant and interactive learning process activities will have a good impact when applied to the learning process. Interactive learning will make students more interested and can develop their competencies. Interactive

learning by creating a project will make students active in developing issues circulating in the environment.

c) Disadvantages of Merdeka Curriculum

According to Efyanto (2021) from Supini (2020), the Merdeka Curriculum could be better. Several obstacles or challenges must be faced. The following are five challenges of the Merdeka Curriculum for teachers: *First*, Out of Convenient Zoning Learning System. *Second*, have yet to gain experience in the Merdeka Curriculum learning program. *Third*, Limitations of References. *Fourth*, Teaching Skills. *Fifth*, Lack of Facilities and Teacher Quality.

d) Implementation of Merdeka Curriculum

According to Mudrikah, Khori, and Hamdani (2022), implementation is an effort to implement something. Implementation is an action of a plan prepared carefully and in detail. Implementation is carried out when planning is perfect, which boils down to activities, actions, actions, or the existence of a planned mechanism of a system. Furthermore, according to Muin, Abdul et al. (2022), in implementing the Merdeka Curriculum, there are intracurricular and strengthening of Pancasila and extracurricular profiles. The Merdeka Curriculum implementation by allocating time will be designed for up to one year and is complemented by the allocation of class hours delivered every week.

The Merdeka Curriculum may continue to be carried out with the following conditions: *First*, Fundamental regulations, for example, Government Regulation Number 57 of 2021 concerning National Education Standards. *Second*, Looking at the National Assessment aims to measure how students' reasoning is not just

knowledge. *Third*, If the publication becomes more widespread than before, there is a slight chance that the Merdeka Curriculum will be stopped.

B. Previous Studies

According to Pertiwi and Pusparini (2021), the research title is *Vocational High School English Teachers' Perspectives On the "Merdeka Belajar" Curriculum,* whose research uses the qualitative descriptive method. Eight teachers from different schools stated that teachers' perceptions of independent learning and simplification of RPP do not understand the concept of independent learning and the application of RPP. one sheet has not reached expectations. The similarity of this study with the Researcher's research is that they both examine English teachers' perceptions about the Merdeka Curriculum in vocational schools. Then the difference between this research and the Researcher's research is that this research uses a qualitative descriptive method. In contrast, the Researcher's research uses a quantitative description. This research only focuses on the teacher's perception of one-sheet RPP on a Merdeka Curriculum, and the Researcher's research will be more widespread on the perception of English teachers towards the teaching module and P5.

According to Perdana (2021), the research that the title is *Persepsi Guru Pendidikan Jasmani, Olahraga Dan Kesehatan Terhadap Merdeka Belajar Di Sekolah Dasar Se-Kapanewon Tepus* whose research uses the quantitative descriptive method. Furthermore, the use survey then took 23 teachers from 23 different schools stated that teachers' perceptions of independent learning are they

have good Perception in Merdeka Curriculum because the result of the calculation of the questionnaire answers obtained is 107.70, which means good. The similarity of this study with the Researcher's research because both examine the challenges of teachers' perceptions of independent learning and use quantitative methods with survey design. Moreover, the difference is that the object of this study is a sports teacher from the elementary school level, while the Researcher's research is an English teacher from SMK. Then for the perception, the Researcher's research focuses on the teaching module and P5, while this research is the teachers' perception of the Merdeka Curriculum in general.

According to Anggila (2022), the research title is *Persepsi Guru Bidang Studi Ips Dalam Pelaksanaan Kurikulum Merdeka Belajar Di Smp Negeri Sekecamatan Tanjung Kemuning Kabupaten Kaur*. This research uses the qualitative descriptive data collection method using reduction and displays data. Furthermore, this research takes a sample of three school headteachers, four social studies teachers, three vice school headteachers, and six teachers of the same age, and the total sample is sixteen people. They stated that to succeed in applying the Merdeka Curriculum must be accompanied by socialization to apply the curriculum to all parties at the education unit level. This socialization is meant to achieve the curriculum goals. The similarity of this study with the Researcher's research is that they both examine the teachers' perception toward a Merdeka Curriculum.

Furthermore, the difference is that the object of this study is junior high school teachers in the field of social studies subjects. At the same time, the Researcher's research is an English teacher at the vocational level. Moreover, the

data processing methods taken are different. The Researcher's research uses descriptive quantitative and a survey model, while this study uses a qualitative descriptive method and data collecting method using reduction, display data, and verification.
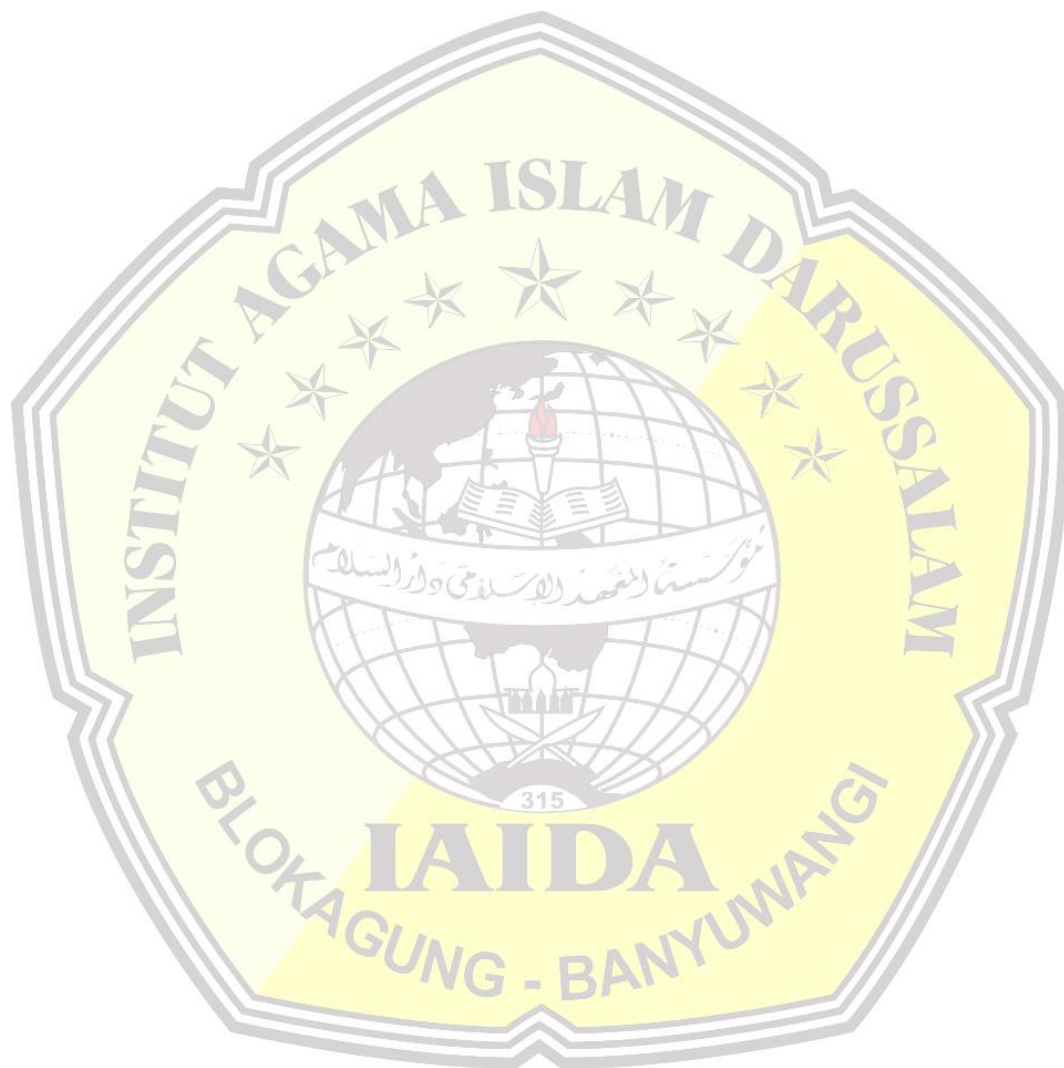
CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the Researcher uses the quantitative method to Processing Data. According to Creswell (2014), the quantitative method is a method of processing research data that, in the process, closely collecting, analyzing, interpreting, and writing the data or the result of research. The Researcher choose to use the quantitative method. The Researcher calculates the questionnaire result using numerical analysis.

This study uses a survey research strategy as its methodology. According to Costanzo, Stawski, Ryff, Coe, & Almeida (2012), Survey research may use various data collection methods, the most common being questionnaires and interviews, which provide opinions by studying a population sample. According to Asmadi Alsa (2004:20) in Harnanto (2020), Presenting a survey design is a procedure in which researchers carry out surveys or provide questionnaires or scales on one sample to describe respondents' attitudes, opinions, behaviours, or characteristics. The Researcher chose the survey design because the researcher wants to know the perspective or opinion of the English teacher at SMKN Darul Ulum Muncar regarding the Merdeka Curriculum.

B. Research Setting

According to Sujarweni (2014: 73), the research setting is where the research was carried out. This research was carried out on SMKN Darul Ulum Muncar on 2nd March 2023. Furthermore, the Researcher visited the teachers' office.

The reason for choosing the location of this study is because SMKN Darul Ulum Muncar is a vocational high school that has implemented a Merdeka Curriculum. Moreover, SMKN Darul Ulum is one of the vocational high schools that has received the title of Center of Excellence (COE) in Banyuwangi.

C. Research Subject

According to Ritonga (2021) from Barowi and Suwandi (2008), The research subject is a person who understands what is being studied and provides information about the research situation and conditions. The research subjects were 9 English teachers that teach English lessons in classes X, XI, and XII from SMKN Darul Ulum Muncar.

D. Research Instrument

According to Creswell (2012), an instrument is a tool researchers use to measure, analyze and save data. And then Creswell (2012) also mentioned that research instruments have many kinds: tests, questionnaires, tally sheets/check sheets, logs, observational checklists, inventories, and assessment instruments. Furthermore, according to Creswell (2012), the instrument aims to measure

achievement, assess individual abilities, observe behaviour, develop a person's psychological profile, or interview someone.

The instrument of this study is a questionnaire, which aims to find out the perceptions of English teachers in SMKN Darul Ulum that teach classes X, XI, and XII. This questionnaire was distributed to the English teachers via a link via WhatsApp. The questionnaire asks teachers how they perceive the teaching tool that discusses the teaching module and P5 (Projek Penguatan Profil Pelajar Pancasila) from the Merdeka Curriculum.

E. Data Source

1. Data source

    In collecting data sources, researchers collect data sources in the form of primary data. According to Priadana and Sunarsi (2021), Primary data is collected by the researcher self. In this study, researchers visited and distributed questionnaires that had been tested for validity and reliability to English teachers at SMKN Darul Ulum Muncar.

2. Data type

    The type of data that the researcher obtain is quantitative data. According to Priadana and Sunarsi (2021), quantitative data is commonly processed using SPSS, SAS, Microsoft Excel, XML, and others. Moreover, in this study, researchers use a research instrument in the form of a questionnaire, in which,

in answer to the problem, there is a value (using Scala Likert). The value of the answer will be processed into the Microsoft Excel and SPSS programs.

F. Procedure Of Data Collection

In collecting the data, there are some steps taken by the Researcher, they are:

1. Preliminary Visit

The Researcher visited the SMKN Darul Ulum Muncar that asked the principal for permission to conduct research there, then afterwards asked permission from the English teachers concerned whether or not they wanted to be the object of the study.

2. Spreading questionnaires

After English teachers were willing to be the research respondents, the Researcher distributed the questionnaire link to one of the English teachers then the teacher sent it to the English teachers'WhatsApp group. Then the Researcher waited for all English teachers to complete the questionnaire.

G. Data Analysis

The data processing technique in this study uses the SPSS (Statistical Product and Service Solution) calculation Version 26 for Windows. The analytical method used in this research is Descriptive Analysis statistics. According to Jaya and Warti (2022), Descriptive statistics is statistics that studies the procedures for collecting, compiling, presenting, and analyzing research data in the form of

numbers to provide an orderly picture systematically, concisely, and clearly about a symptom, state, and event so that it can be drawn interpretive meaning.

The Researcher has calculated the result of the questionnaire using SPSS. According to Jaya and Warti (2022), it can be done in the following way: *First*, Input tabulation data from the results of the questionnaire that has been compiled. *Second*, click on the *Analyze* menu. *Third*, select the *Descriptive statistics* menu. *Fourth*, choose the *frequencies* menu. *Fifth*, Move everything from the left column to the right column except the total score. *Sixth*, click the *statistics column's mean, median, mode, sum, standard deviation, variance, range, minimum, maximum,* and *standard error* columns. *Seventh*, In the *charts* menu, choose as desired. *Eighth*, click OK.

After the SPSS calculation results, the Researcher finds the ideal maximum value, ideal minimum value, ideal mean, and ideal standard deviation. To calculate the magnitude of the ideal mean (Mi), use the formula Ideal Mean (Mi) = 1/2 (ideal maximum + ideal minimum), and to calculate the standard deviation (SDi), use the formula Ideal Standard Deviation (SDi) = 1/6 (ideal maximal – ideal minimum). After the results had been obtained, the Researcher interpreted the results in the column below (Azwar, 2013: 148 in Perdana, 2021):

Table 3.1 interval range formula

Range	Category
Mi + 1,5SDi < X	Very good
Mi + 0,5SDi < X ≤ Mi + 1,5Sdi	Good
Mi - 0,5SDi < X ≤ Mi + 0,5Sdi	Good enough
Mi - 1,5SDi < X ≤ Mi - 0,5Sdi	Bad
X ≤ Mi - 1,5Sdi	Very bad

Description:

X = average score

Mi = ideal mean

Sdi = ideal standard deviation

Furthermore, to convert an existing result into a percentage form using a formula by Jaya and Warti (2022) as follows:

$$P = f/N \times 100\%$$

Description:

P = Percentage

f = Frequency

N = number all of the frequency

100% = Constant Number

H. Data Validity

1. Validity

According to Brown (2004), validity is the extent to which quantitative research results are of precise, meaningful, and good value. According to Heale and Twycross (2015), there are three kinds of validity: Content Validity, Construct validity, and Criterion Validity. However, in this research researcher will only use Content Validity and Construct validity.

a. Content Validity

Content validity establishes the representation of items concerning skills, tasks, knowledge, and so on from anything measured. Content validity refers to whether or not the content of a manifest variable is. The researcher made a blueprint questionnaire to validate the questionnaire from the research. See Appendix 3 on page 49.

b. Construct validity

Construct validity is a conclusion about the test value associated with the studied concept. To see the instrument's validity, the Researcher will conduct a tryout test questionnaire to be distributed to respondents before the research questionnaire is given to the research subject. Moreover, in this tryout test, the Researcher will select respondents from 9 English teachers from SMKN Darul Ulum Whis as research subjects. Furthermore, the results of the questionnaire shared with those respondents will be calculated using SPSS to test its validity and reliability.

According to Muhid (2012), the validity test with SPSS can be performed with Product Moment correlation. The following way: *First*, Input tabulated data from the questionnaire to SPSS. *Second*, Click the *analyze* menu, select the *correlation* menu, and then select the *bivariate* menu. *Third*, Select the variable to analyze by moving it to the item column. *Fourth*, Then tick the *pearson* column Pearson *tailed and flag sig*. *Fifth*, Then click OK.

2. Reliability

According to Windadari, Hartini, Christina, and Yuli (2019), to do a reliability test in SPSS, the following steps: *First*, Click Analyze > Scale > Reliability Analysis. *Second*, Select a variable in the Reliability Analysis window. Select the variable to analyze by moving it to the item column. *Third*, click Statistics. If there is an item that the deleted, choose scale if the item is deleted. *Fourth*, click OK in the Reliability Analysis window.
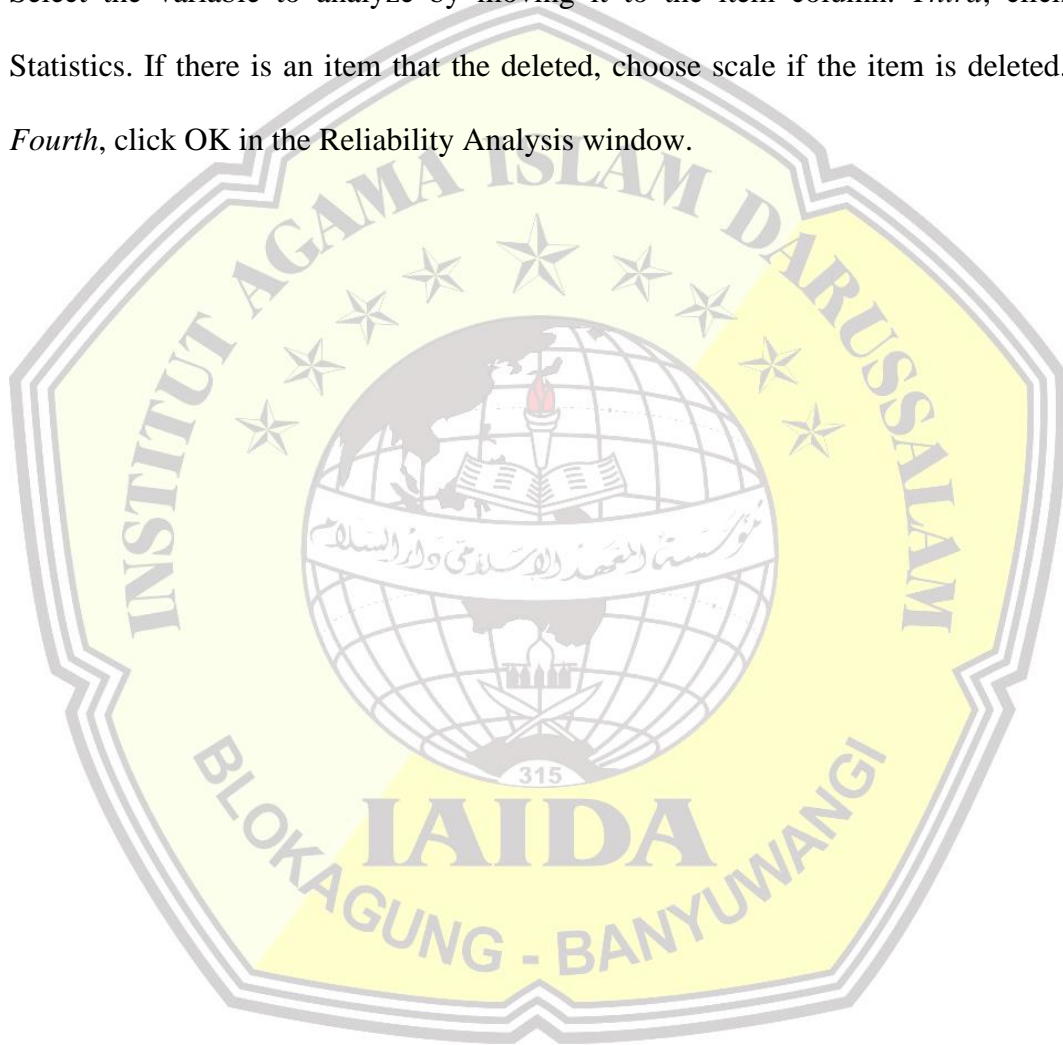
CHAPTER IV

FINDING AND DISCUSSION

A. **Research Finding**

3. The result of the Validity and Reliability Test

After carrying out the research by spreading the questionnaire, the Researcher first has done the instrument's validity and reliability test. The basis for making decisions on the validity test, according to Janna and Herianto (2021), is the test criteria, namely, if the significance level of the item < 0.05, the measuring instrument used is valid. The result of validity testing can be seen in Table 4.1.

Table 4.1 Pearson correlation product moment

Correlations

		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	TOTAL_NILAI
TOTAL_NILAI	Pearson Correlation	.863**	.863**	.792*	.224	.863**	.863**	.670*	.521	.869**	.925**	.863**	.809**	.863**	.861**	.925**	.861**	.928**	.925**	.861**	.861**	1
	Sig. (2-tailed)	.003	.003	.011	.563	.003	.003	.048	.150	.002	.000	.003	.008	.003	.003	.000	.003	.000	.000	.003	.003	
	N	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The table above is the Correlation Product Moment table. This table helps us know the significant value (2-tailed) used to measure a research instrument's validity. From the table above, the Researcher can conclude that *the first* questionnaire question is valid because of the sig. (2-tailed) value is 0.003, less than 0.05; *the second* is valid because of sig. (2-tailed) value is 0.003, less than 0.05; *the*

third is valid because of sig. (2-tailed) value is 0.011, less than 0.05; *the fourth* is invalid because of sig. (2-tailed) is 0.563, more than 0.05; *the fifth* is valid because of sig. (2-tailed) value is 0.003, less than 0.05; *the sixth* is valid because of sig. (2-tailed) value is 0.003, less than 0.05; *the seventh* is valid because of sig. (2-tailed) value is 0.048, less than 0.05; *the eighth* is invalid because of sig. (2-tailed) is 0.150, more than 0.05; *the ninth* is valid because of sig. (2-tailed) value is 0.002, less than 0.05; *the tenth* is valid because of sig. (2-tailed) value is 0.000, less than 0.05; *the eleventh* is valid because of sig. (2-tailed) value is 0.003, less than 0.05; *the twelfth* is valid because of sig. (2-tailed) value is 0.008, less than 0.05; *the thirteenth* is valid because of sig. (2-tailed) value is 0.003, less than 0.05; *the fourteenth* is valid because of sig. (2-tailed) value is 0.003, less than 0.05; *the fifteenth* is valid because of sig. (2-tailed) value is 0.000, less than 0.05; *the sixteenth* is valid because of sig. (2-tailed) value is 0.003, less than 0.05; *the seventeenth* is valid because of sig. (2-tailed) value is 0.000, less than 0.05; *the eighteenth* is valid because of sig. (2-tailed) value is 0.000, less than 0.05; *the nineteenth* is valid because of the sig. (2-tailed) value is 0.003, less than 0.05; *the twentieth* is valid because of sig. (2-tailed) value is 0.003, which is less than 0.05. Furthermore, it can be concluded that out of twenty questions, there are eighteen valid questions, and the other two are invalid. Furthermore, after testing the validity, the researcher did the reliability testing. The result of reliability testing can be seen in Table 4.2

Table 4.2 the result of Cronbach alpha calculation

Reliability Statistics

Cronbach's Alpha	N of Items
.976	18

The table above is Cronbach's Alpha table. This table is used to know the reliability of a research instrument. From the table above, According to Janna and Herianto (2021), the basis for making decisions for the reliability test is r count (*r hitung*) > r table 5%. Because the subjects in this research are nine people, the r table 5% is 0.666. Furthermore, from the table above, it can be concluded that the Researcher's data is reliable because the value of r count (*r hitung*) in column Cronbach's Alpha is 0.976, higher than 0.666 (r table 5%). The Researcher confirmed that the research data was valid and reliable. The Researcher analyzes the results of the study as follows.

Table 4.3 First question frequency table

S1

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	SETUJU	4	44.4	44.4	44.4
	SANGAT SETUJU	5	55.6	55.6	100.0
	Total	9	100.0	100.0	

Table 4.3 above is the first question frequency table. This table helps know the answer frequency from respondents in the first question. The table above the first table, which in the questionnaire reads "*Modul ajar dalam kurikulum merdeka lebih efektif karena lebih sederhana dan mudah diaplikasikan*" showed that four or 44.4% of teachers answered in agreement, and the other five or 55.6% of teachers answered very much in agreement. All teachers agree that the teaching modules in

the Merdeka Curriculum are more effective because they are more straightforward to apply.

Table 4.4 Second question frequency table

S2

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	SETUJU	4	44.4	44.4	44.4
	SANGAT SETUJU	5	55.6	55.6	100.0
	Total	9	100.0	100.0	

Table 4.4 above is the second question frequency table. This table helps know the answer frequency from respondents in the second question. In the second table where the question reads "*Modul ajar dalam kurikulum merdeka lebih efektif, karna guru dapat menyesuaikannya secara bebas berdasarkan kebutuhan dan karateristik siswa*" Four or 44.4% of teachers answered in agreement and the other five or 55.6% of teachers answered very much in agreement. All teachers agree that with the teaching modules in the Merdeka Curriculum, the teacher's teaching is more effective because the content and models the teacher provides will better meet students' needs.

Table 4.5 Third question frequency table

S3

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	TIDAK TAHU	1	11.1	11.1	11.1
	SETUJU	5	55.6	55.6	66.7
	SANGAT SETUJU	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

Table 4.5 above is the third question frequency table. This table helps know the answer frequency from respondents in the third question. In the third question table, which in the questionnaire reads, "*Modul ajar dalam kurikulum merdeka dapat meringankan beban guru, karena satu modul dapat digunakan untuk 12*

kali pertemuan" One or 11.1% of teacher replied not knowing which meant he was indecisive about whether the teaching module was more lightening or not. Five, or 55.6% of teachers, answered in agreement, and the other three or 33.3%, answered in very much agreement. This explanation means that almost all teachers agree that the format of the teaching modules in the Merdeka Curriculum eases the burden on teachers more.

Table 4.6 Fourth question frequency table

S4

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	tidak tahu	3	33.3	33.3	33.3
	tidak setuju	4	44.4	44.4	77.8
	sangat tidak setuju	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

Table 4.6 above is the fourth question frequency table. This table helps know the answer frequency from respondents in the fourth question. In the fourth question table, which in the questionnaire reads, "*Pertanyaan pemantik yang terdapat pada modul ajar (Kompetensi Awal) dalam kurikulum merdeka tidak dapat mengukur kemampuan siswa dengan tepat*" three or 33.3% of teachers answered not knowing, which can be concluded they did not know whether the lighter questions in the teaching module (Initial competence) in the Merdeka Curriculum can measure students' abilities precisely or not. Four, or 44.4% of teachers, answered disagree, and two or 22.2%, answered strongly disagree. 66.6% of teachers agree that the lighter questions in the teaching module (initial competence) in the Merdeka Curriculum can appropriately measure students' abilities.

Table 4.7 Fifth question frequency table

S5

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	SETUJU	4	44.4	44.4	44.4
	SANGAT SETUJU	5	55.6	55.6	100.0
	Total	9	100.0	100.0	

Table 4.7 above is the fifth question frequency table. This table helps know the answer frequency from respondents in the fifth question. In the fifth question table, which in the questionnaire reads "*Aktivitas pembelajaran yang terdapat pada modul ajar dalam kurikulum merdeka dapat memudahkan penyampaian materi pelajaran kepada siswa*" Four or 44.4% of teachers answered in agreement and the other five or 55.6% of teachers answered very much in agreement. This explanation means that all teachers agree that the learning activities written in the teaching module in the Merdeka Curriculum facilitate material delivery to students.

Table 4.8 Sixth question frequency table

S6

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	SETUJU	4	44.4	44.4	44.4
	SANGAT SETUJU	5	55.6	55.6	100.0
	Total	9	100.0	100.0	

The 4.8 table above is the sixth question frequency table. This table helps know the answer frequency from respondents in the sixth question. In the sixth question table, which in the questionnaire reads, "*tujuan pembelajaran pada modul ajar di kurikulum merdeka membantu guru untuk memfokuskan pengajaran pelajaran agar tepat sasaran*" four or 44.4% of teachers answered in agreement, and the other five or 55.6% of teachers answered very much in agreement which means it can be concluded that all teachers agree that the existence of learning

objectives in the teaching module makes them focus more on the goals that only
want to be achieved and makes teaching not widen everywhere.

Table 4.9 Seventh question frequency table

S7

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	tidak tahu	3	33.3	33.3	33.3
	tidak setuju	4	44.4	44.4	77.8
	sangat tidak setuju	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

Table 4.9 above is the seventh question frequency table. This table helps
know the answer frequency from respondents in the seventh question. In the seventh
question table, which in the questionnaire reads, "*Saya merasa tidak nyaman dan
tidak suka dengan format modul ajar di kurikulum merdeka*", three or 33.3% of
teachers replied that they were confused about they did not feel happy or burdened
using the teaching module format in the Merdeka Curriculum or using the RPP
format in the 2013 curriculum. Four, or 44.4% of teachers, answered disagree, and
the other two or 22.2% of teachers, replied strongly disagreeing, which can be
concluded that six teachers were comfortable using the teaching module format in
the Merdeka Curriculum.

Table 4.10 Eighth question frequency table

S8

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	tidak tahu	3	33.3	33.3	33.3
	tidak setuju	4	44.4	44.4	77.8
	sangat tidak setuju	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

Table 4.10 above is the eighth question frequency table. This table helps
know the answer frequency from respondents in the eighth question. In the eighth

question table, which in the questionnaire reads, "*Lampiran modul ajar dalam Kurikulum Merdeka tidak dapat menjadi refrensi untuk mengembangkan bahan ajar*" three or 33.3% of teachers answered that they did not know, which can be concluded that they did not know whether the Appendix to the teaching module in the Merdeka Curriculum could be a reference for developing teaching materials or not. Four, or 44.4% of teachers, answered disagree, and another two or 22.2%, answered strongly disagree. 66.6% of teachers agree that the Attachment to the teaching module in the Merdeka Curriculum can be a reference to develop teaching materials.

Table 4.11 Ninth question frequency table

S9

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	TIDAK TAHU	1	11.1	11.1	11.1
	SETUJU	5	55.6	55.6	66.7
	SANGAT SETUJU	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

Table 4.11 above is the ninth question frequency table. This table helps know the answer frequency from respondents in the ninth question. In the ninth question table, which in the questionnaire reads, "*Penilaian dalam kurikulum merdeka yang terbagi menjadi tiga kategori (diagnostik, formatif dan sumantif) lebih efektif dibandingakn dengan penilaian dalam K13*" one or 11.1% of teacher replied do not know, can be concluded is that they do not feel that the three types of assessments in the Merdeka Curriculum are more effective than the assessments in the 2013 curriculum. Five, or 55.6% of teachers, answered in agreement, and the other three or 33.3% of teachers, answered very much in agreement. 88.9% of teachers agree that the three types of assessment in the

Merdeka Curriculum are more effective than the assessments in the 2013 curriculum.

Table 4.12 Tenth question frequency table

S10

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	SETUJU	5	55.6	55.6	55.6
	SANGAT SETUJU	4	44.4	44.4	100.0
	Total	9	100.0	100.0	

Table 4.12 above is the tenth question frequency table. This table helps know the answer frequency from respondents in the tenth question. In the tenth question table, which in the questionnaire reads "*Beragamnya model pembelajaran dalam kurikulum merdeka membuat siswa dan guru lebih menikmati jalannya pembelajaran*" Five or 55.6% of teachers answered in agreement and the other four or 44.4% of teachers answered very much in agreement. All teachers agree that the diverse learning model in the Merdeka Curriculum makes teachers and students enjoy the teaching process more.

Table 4.13 Eleventh question frequency table

S11

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	SETUJU	4	44.4	44.4	44.4
	SANGAT SETUJU	5	55.6	55.6	100.0
	Total	9	100.0	100.0	

Table 4.13 above is the eleventh-question frequency table. This table helps know the answer frequency from respondents in the eleventh question. In the eleventh question table, which in the questionnaire reads, "*Pendalaman P5 dalam Kurikulum Merdeka dapat mengajarkan kepada siswa untuk senantiasa menjadi orang yang mengamalkan agama di mana pun mereka berada*" Four or 44.4% of teachers answered in agreement, and the other five or 55.6% of teachers answered

very much in agreement. The P5 Deepening in the Merdeka Curriculum can teach students always to be people who practice religion wherever they are.

Table 4.14 Twelfth question frequency table

S12

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	setuju	1	11.1	11.1	11.1
	tidak setuju	4	44.4	44.4	55.6
	sangat tidak setuju	4	44.4	44.4	100.0
	Total	9	100.0	100.0	

The table above 4.14 is the twelfth question frequency table. This table helps know the answer frequency from respondents in the twelfth question. In the twelfth table of questions, which in the questionnaire reads, "*Pengajaran P5 **tidak** dapat menjadikan siswa lebih bersemangat, Karena mereka sangat tertekan ketika di minta untuk mengemukakan pendapat*" one or 11.1% of teacher replied in agreement which means he agreed that P5 teaching could not make students more excited, because they were very depressed when asked to express their opinions. Four, or 44.4% of teachers, answered disagree, while the other four or 44.4%, replied strongly disagreeing. 88.8% agree that P5 teaching can make students more excited and not feel pressured when asked to express an opinion.

Table 4.15 Thirteenth question frequency table

S13

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	SETUJU	4	44.4	44.4	44.4
	SANGAT SETUJU	5	55.6	55.6	100.0
	Total	9	100.0	100.0	

Table 4.15 above is the thirteenth question frequency table. This table helps know the answer frequency from respondents in the thirteenth question. In the thirteenth table of questions, which in the questionnaire reads, "*Pengajaran P5*

dapat melatih siswa untuk berpikir kreatif karena mereka diajarkan untuk memperoleh, memproses, dan mengevaluasi informasi dengan cara mereka sendiri" Four or 44.4% of teachers answered agree and another five or 55.6% of teachers answered very much in agreement. All teachers agree that P5 teaching can train students to be creative because they are taught to acquire, process, and evaluate information in their way.

Table 4.16 Fourteenth question frequency table

S14

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	SETUJU	6	66.7	66.7	66.7
	SANGAT SETUJU	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

Table 4.16 above is the fourteenth question frequency table. This table helps know the answer frequency from respondents in the fourteenth question.In the fourteenth table of questions, which in the questionnaire reads "*Pengajaran P5 dapat melatih siswa bersikap mandiri, karena mereka diminta menganalisis pada setiap tema projek nya*." Six, or 66.7% of teachers, answered in agreement, and the other three or 33.3% of teachers, answered very much in agreement. All teachers agree that P5 teaching can train students to be independent because they are asked to analyze each project theme.

Table 4.17 Fifteenth question frequency table

S15

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	SETUJU	5	55.6	55.6	55.6
	SANGAT SETUJU	4	44.4	44.4	100.0
	Total	9	100.0	100.0	

Table 4.17 above is the fifteenth question frequency table. This table helps know the answer frequency from respondents in the fifteenth question. In the fifteenth question table, which in the questionnaire reads "*Pendalaman P5 dapat mengajarkan siswa untuk saling menghormati perbedaan yang ada dalam setiap individu*". Five, or 55.6% of teachers, answered in agreement, and four or 44.4%, answered very much. All teachers agree that P5 Deepening can teach students to respect each other's differences that exist in each individual.

Table 4.18 Sixteenth question frequency table

S16

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	tidak setuju	6	66.7	66.7	66.7
	sangat tidak setuju	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

Table 4.18 above is the sixteenth question frequency table. This table helps know the answer frequency from respondents in the sixteenth question. In the sixteenth table of questions, which in the questionnaire reads "*Pengajaran P5 **tidak dapat** memberikan perubahan secara signifikan pada pembentukan karakter siswa*", Six or 66.7% of teachers answered disagree, and three or 33.3% of teachers answered strongly disagree. All teachers agree that P5 teaching can significantly change student character formation.

Table 4.19 Seventeenth question frequency table

S17

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	tidak tahu	2	22.2	22.2	22.2
	tidak setuju	3	33.3	33.3	55.6
	sangat tidak setuju	4	44.4	44.4	100.0
	Total	9	100.0	100.0	

Table 4.19 above is the seventeenth question frequency table. This table helps know the answer frequency from respondents in the seventeenth question. In the seventeenth question table, which in the questionnaire reads "*Pengajaran P5 **tidak dapat** di terapkan pada sekolah di daerah 3T (tertinggal, terdepan, dan terluar) dan sekolah dengan insfastruktur rendah*". Two or 22.2% of teachers answered that they did not know, which could be concluded that they did not know whether P5 teaching could be applied or could not be applied to schools in 3T (lagging, frontier, and outermost) areas and schools with inadequate infrastructure. Three, or 33.3% of teachers, answered disagree, and another four, or 44.4% of teachers, answered strongly disagree, which can be concluded that 77.7% of teachers agreed that P5 teaching could be applied to schools in 3T (lagging, frontier, and outermost) areas and schools with inadequate infrastructure.

Table 4.20 Eighteenth question frequency table

S18

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	SETUJU	5	55.6	55.6	55.6
	SANGAT SETUJU	4	44.4	44.4	100.0
	Total	9	100.0	100.0	

Table 4.20 above is the eighteenth question frequency table. This table helps know the answer frequency from respondents in the eighteenth question. In the eighteenth question table, which in the questionnaire reads, "*Pengajaran P5 menuntut guru menjadi lebih kreatif karena guru di minta menyiapkan projek yang menarik dan dapat merangsang keingintahuan siswa*" Five or 55.6% of teachers answered agree and four or 44.4% of teachers answered firmly in agreement. All

teachers agree that P5 teaching requires teachers to be more creative because teachers are asked to prepare interesting projects stimulating students' curiosity.

Table 4.21 Nineteenth question frequency table
S19

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	SETUJU	6	66.7	66.7	66.7
	SANGAT SETUJU	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

Table 4.21 above is the nineteenth question frequency table. This table helps know the answer frequency from respondents in the nineteenth question.In the nineteenth question table, which in the questionnaire reads "*Pengajaran P5 dapat melatih siswa bersikap lebih mandiri karena mereka di minta untuk mempersiapkan sendiri konten yang akan mereka sajikan*". Six, or 66.7% of teachers, answered in agreement, and three, or 33.3% of other teachers, answered firmly in agreement. All teachers agree that P5 teaching can train students to be more independent because they are asked to prepare the content they will present for themselves.

Table 4.22 Twentieth question frequency table
S20

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	tidak setuju	6	66.7	66.7	66.7
	sangat tidak setuju	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

Table 4.22 above is the twentieth question frequency table. This table helps know the answer frequency from respondents in the twentieth question. In the twentieth question table, which in the questionnaire reads "*Pengajaran P5 pada kurikulum merdeka **tidak** dapat melatih sikap gotong royong (bekerja sama) yang*

menjadi ciri khas bangsa Indonesia". Six, or 66.7% of teachers, answered they disagree, and three, or 33.3% of other teachers, strongly disagree. All teachers agree that P5 teaching on a Merdeka Curriculum can train the attitude of cooperation (cooperation) characteristic of the Indonesian nation.

After the analysis carried out by the Researcher, from the calculation of each question, it can be seen that the minimum ideal personal score is 9, the ideal maximum score is 45, the ideal mean is 27, and the ideal standard deviation is 6. Then make a table of the interval range of the problem as follows:

Table 4.23 Interval range in question

No.	Range	Category
1.	$36 < X$	Very good
2.	$30 < X \leq 36$	Good
3.	$24 < X \leq 30$	Good enough
4.	$18 < X \leq 24$	Bad
5.	$X \leq 18$	Very bad

Table 4.24 shows the total score of every question

Question	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
Sum	41	41	38	35	41	41	35	35	38	40	41	38	41	39	40	39	38	40	39	39

Table 4.23 and 4.24 shows the interval range in the question table and the total score of every question table. The interval range in the question table determines the score category obtained in each question. Furthermore, the total score of every question table to know the total score for every question. In the first question the score is 41 which when implemented in the column of the interval range that has been made gets the first category which is very good, in the second question gets a very good category because the score is 41, in the third question gets a very good category because the score is 38, in the fourth question got a good

category because the score was 35, in the fifth question got a very good category because the score was 41, in the sixth question got a very good category because the score was 41, in the seventh question got a good category because the score was 35, in the eighth question got a good category because the score was 35, in the ninth question got a very good category because the score was 38, in the tenth question got a very good category because the score was 40, in the eleventh question got a very good category because the score was 41, in the twelfth question got a very good category because the score was 38, in the thirteenth question got a very good category because the score was 41, in the fourteenth question got a very good category because the score was 39, in the fifteenth question got a very good category because the score was 40, In the sixteenth question it gets a very good category because the score is 39, in the seventeenth question it gets a very good category because the score is 38, in the eighteenth question it gets a very good category because the score is 40, in the nineteenth question it gets a very good category because the score is 39, in the twentieth question it gets a very good category because the score is 39.

Moreover, table 4.24 shows that the average answer to questions about teaching modules contained in questions number one to number ten is 38.5, categorized into range number 1, which is 36<X, categorized as very good. Then the average answer to the question about P5 contained in questions eleven to twelve is 39, which is categorized into range 1, which is 36<X which is categorized as very good.

Because of the twenty questions the Researcher has spread, there are two invalid questions, namely four and eight. Then for calculating the overall frequency, the Researcher will only nose from eighteen questions. The number of answer frequencies sums each person's total answer values processed. Then the Researcher found that the ideal minimum score was 18 and the ideal maximum score was 90. While the minimum score obtained is 67, and the maximum score obtained is 90. The overall mean is 79, while the ideal mean (Mi) is 54. The standard deviation obtained is 9.

From the results that have been obtained, it can be known the value of the category range as follows:

Table 4.25 interval range in the whole score

Range	Category
$72 < X$	Very good
$60 < X \leq 72$	Good
$48 < X \leq 60$	Good enough
$36 < X \leq 48$	Bad
$X \leq 36$	Very bad

Table 4.25 is the interval range in the total score. The table is used to know the score category obtained in the total score. Furthermore, from the table, it can be known that the first teacher with a score of 72, or if presented with 80%, is categorized as having a very good perception of the Merdeka Curriculum. The second teacher with a score of 71, or if presented with 79%, is categorized as having a good perception of the Merdeka Curriculum. The third teacher with a score of 90 or, if presented to 100%, is categorized as having a very good perception of the Merdeka Curriculum. The fourth teacher with a score of 88 or, if presented to 98%, is categorized as having a very good perception of the Merdeka Curriculum. The

fifth teacher with a score of 83 or, if presented with 92%, is categorized as having a very good perception of the Merdeka Curriculum. The sixth teacher with a score of 67 or, if presented with 74%, is categorized as having a good perception of the Merdeka Curriculum. The seventh teacher with a score of 70, or if presented with 78%, is categorized as having a good perception of the Merdeka Curriculum. The eighth teacher with a score of 90, or if presented to 100%, is categorized as having a very good perception of the Merdeka Curriculum. The ninth teacher, with a score of 78 or presented with 87%, is categorized as having a very good perception of the Merdeka Curriculum. Four teachers have a good perception of the Merdeka Curriculum, and the other five have a very good perception of it.

B. **Discussion**

In 2020 Indonesia experienced the Covid-19 pandemic, and the government issued a policy for all Indonesians to quarantine at their respective homes and teaching and learning activities were carried out online. The result of this policy is to make the learning crisis worse. Then in August 2020, the government issued an emergency curriculum policy to prevent the worsening of the learning crisis, which is a simplification of the national curriculum at its core. Which aims to make students and teachers only focus on core competencies and prerequisites to continue learning at the next level. After a school year, the government found that the emergency curriculum had better results than the previous curriculum. Furthermore, in February 2022, the government began to apply the Merdeka Curriculum.

Chapter II of the Previous Study sub-section explains that the first study found that the teacher's perception of learning methods is that some teachers need help understanding the concept of the Merdeka Curriculum itself. Then in the following study, it is stated that the teacher's perception of the Merdeka Curriculum is good, which means that some difficulties are still encountered in applying it. In other studies, it is stated that the application of the Merdeka Curriculum must be in Synergize with socialization so that Merdeka Curriculum achieves its goals.

In this research, the Researcher focused on teaching modules as a substitute for RPP in the 2013 curriculum and the Strengthening Pancasila Student Profile Project (P5). This research can provide information to related parties and institutions to develop curricula in Indonesia. Furthermore, in this study, the Researcher took subjects at one school COE (Center of Excellence) in Banyuwangi. Which subject is an English teacher? While previous studies found that teachers' perceptions were in a good category, the Researcher found that the perception of English teachers at SMKN Darul Ulum was very good. This perception that the results are very good is interpreted in implementing the Merdeka Curriculum at SMKN Darul Ulum Muncar, which runs well and has minimal obstacles. The success in implementing this Merdeka Curriculum has supporting factors, including adequate school facilities and infrastructure and frequent socialization about Merdeka Curriculum so that teachers understand Merdeka Curriculum and several other supporting factors. Therefore, the results of this study are expected to be evaluation material for the Merdeka Curriculum so that the Merdeka Curriculum can become a better policy and be accepted by all circles of society.

CHAPTER V

CONCLUSION AND DISCUSSION

A. Conclusion

From the discussion in Chapter IV, English teachers' perceptions of teaching modules in the Merdeka Curriculum get an average of 38 which is categorized as very good. Because the value of 38 is included in the first range, which is $36 < X$. which can be detailed, there are seven questions with excellent categories, namely questions number one, two, three, five, six, nine, and ten. In contrast, the other three questions are good categories.

Then the perception of English teachers towards P5 in the Merdeka Curriculum gets an average of 39, categorized as very good. Because the value of 39 is included in the first range, which is $36 < X$. which can be detailed ten questions about P5, found at numbers eleven to twenty, all of which are categorized very well.

A whole calculation gets a very good category. This good category, indicated by an average score of 79, is included in the score interval of $72 < X$, where the interval category is very well categorized. In detail, it shows that four teachers have good perceptions, and the other five have very good perceptions.

B. Suggestion

Based on the results of the study and the conclusions of this study, the suggestions that be given are as follows:

1. For English Teachers

   Through this research, teachers evaluate Merdeka Curriculum against schools and themselves. With this research, teachers expected to open themselves to the shortcomings faced in implementing the Merdeka Curriculum, to improve themselves and make better changes to achieve national Education goals through this freedom of learning.

4. For Related Institutions

   With the research on the perception of English teachers at SMKN Darul Ulum Muncar towards the Merdeka Curriculum, related institutions can evaluate the course of the Merdeka Curriculum that is yet to be implemented in the field. If there are shortcomings, immediately correct or make changes so Merdeka Curriculum can run well. Affiliated institutions should hold Merdeka Curriculum socialization for teachers. The procurement of manuals and practical tools is immediately sought so that teachers' delivery of the learning process can be carried out correctly and students can learn optimally.

5. For Next Researchers

   For the following researchers, the results of this study can be used as a comparison and reference material for research and as a consideration to further deepen further research by multiplying and expanding the scope of research subjects, research focus, and methods in data collection. Thus, the results of his research can be more in-depth in obtaining information about teachers' perceptions of the Merdeka Curriculum. Suppose the following researchers want to take respondents with the same category but in different

locations (schools). In that case, researchers should then be able to pay attention and understand in advance the condition of the school you want to study.

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APPENDICES

1. Appendix 1 table distribution table r value

DISTRIBUSI NILAI r$_{tabel}$ SIGNIFIKANSI 5% dan 1%

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	**0.361**	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

2. Appendix 2 frequencies table

Statistics

		S1	S2	S3	S5	S6	S7	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	TOTAL_NILAI
N	Valid	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		4.56	4.56	4.22	4.56	4.56	3.89	4.22	4.44	4.56	4.22	4.56	4.33	4.44	4.33	4.22	4.44	4.33	4.33	78.78
Std. Error of Mean		.176	.176	.222	.176	.176	.261	.222	.176	.176	.324	.176	.167	.176	.167	.278	.176	.167	.167	3.068
Median		5.00	5.00	4.00	5.00	5.00	4.00	4.00	4.00	5.00	4.00	5.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	78.00
Mode		5	5	4	5	5	4	4	4	5	4[a]	5	4	4	4	5	4	4	4	90
Std. Deviation		.527	.527	.667	.527	.527	.782	.667	.527	.527	.972	.527	.500	.527	.500	.833	.527	.500	.500	9.203
Variance		.278	.278	.444	.278	.278	.611	.444	.278	.278	.944	.278	.250	.278	.250	.694	.278	.250	.250	84.694
Range		1	1	2	1	1	2	2	1	1	3	1	1	1	1	2	1	1	1	23
Minimum		4	4	3	4	4	3	3	4	4	2	4	4	4	4	3	4	4	4	67
Maximum		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	90
Sum		41	41	38	41	41	35	38	40	41	38	41	39	40	39	38	40	39	39	709

a. Multiple modes exist. The smallest value is shown

3. Appendix 3 Blueprint questionnaire

BLUEPRINT QUESTIONNAIRE

(English Teachers' Perception Of ELT In Merdeka Curriculum At SMKN Darul Ulum Muncar)

No	Dimension	Indikator	Jumlah Pertanyaan	Nomor Soal
1	Modul ajar	1. Informasi umum	6	1, 2, 3, 4, 6, 10
		2. Komponen inti	3	5, 7, 9
		3. lampiran.	1	8
2	P5	1. Beriman, bertaqwa kepada tuhan yang maha esa, dan berakhlak mulia.	1	11
		2. Keragaman global.	1	15
		3. Bekerja sama.	1	20
		4. Mandiri.	2	14, 19
		5. Berpikir kritis.	2	12, 16
		6. Kreatif.	3	13, 17, 18
	Total soal		20	

Soal questionnaire akan berjumlah 20 soal dan Terdapat dua bentuk pertanyaan dalam skala likert, yaitu bentuk pertanyaan positif untuk mengukur skala positif, dan bentuk pertanyaan negatif untuk mengukur skala negative[1]. Sebagai berikut :

a. Skala positive

No.	Pilihan	Nilai	Nomor Soal
1	Sangat setuju	5	
2	setuju	4	
3	Tidak tahu	3	1, 2, 3, 5, 6, 8, 10, 11, 13, 14, 15, 18, 19
4	Tidak setuju	2	
5	Sangat tidak setuju	1	

b. Skala Negatif

| No.	Pilihan	Nilai	Nomor Soal
1	Sangat setuju	1	
2	setuju	2	
3	Tidak tahu	3	4, 7, 9, 12, 16, 17, 20
4	Tidak setuju	4	
5	Sangat tidak setuju	5	

[1] Pranatawijaya, Viktor Handrianus, et al. "Penerapan skala Likert dan skala dikotomi pada kuesioner online." *Jurnal Sains Dan Informatika* 5.2 (2019): 128-137.

4. Appendix 4 the questions of the questionnaire

1) Modul ajar dalam kurikulum merdeka lebih efektif karena lebih sederhana dan mudah diaplikasikan

2) Modul ajar dalam kurikulum merdeka lebih efektif, karna guru dapat menyesuaikannya secara bebas berdasarkan kebutuhan dan karateristik siswa

3) Modul ajar dalam kurikulum merdeka dapat meringankan beban guru, karena satu modul dapat digunakan untuk 12 kali pertemuan

4) Pertanyaan pemantik yang terdapat pada modul ajar (Kompetensi awal) dalam kurikulum merdeka **tidak dapat** mengukur kemampuan siswa dengan tepat

5) Aktivitas pembelajaran yang terdapat pada modul ajar dalam kurikulum merdeka dapat memudahkan penyampaian materi pelajaran kepada siswa

6) tujuan pembelajaran pada modul ajar di kurikulum merdeka membantu guru untuk memfokuskan pengajaran pelajaran agar tepat sasaran

7) Saya merasa tidak nyaman dan tidak suka dengan format modul ajar di kurikulum merdeka

8) Lampiran modul ajar dalam Kurikulum Merdeka **tidak dapat** menjadi refrensi untuk mengembangkan bahan ajar

9) Penilaian dalam kurikulum merdeka yang terbagi menjadi tiga kategori (diagnostik, formatif dan sumantif) lebih efektif dibandingakn dengan penilaian dalam K13

10) Beragamnya model pembelajaran dalam kurikulum merdeka membuat siswa dan guru lebih menikmati jalannya pembelajaran

11) Pendalaman P5 dalam Kurikulum Merdeka dapat mengajarkan kepada siswa untuk senantiasa menjadi orang yang mengamalkan agama dimanapun mereka berada

12) Pengajaran P5 **tidak** dapat menjadikan siswa lebih bersemangat, karena mereka sangat tertekan ketika di minta untuk mengemukakan pendapat

13) Pengajaran P5 dapat melatih siswa untuk berpikir kreatif karena mereka diajarkan untuk memperoleh, memproses, dan mengevaluasi informasi dengan cara mereka sendiri

14) Pengajaran P5 dapat melatih siswa bersikap mandiri, karena mereka diminta menganalisis pada setiap tema projek nya.

15) Pendalaman P5 dapat mengajarkan siswa untuk saling menghormati perbedaan yang ada dalam setiap individu

16) Pengajaran P5 **tidak dapat** memberikan perubahan secara signifikan pada pembentukan karakter siswa

17) Pengajaran P5 **tidak dapat** di terapkan pada sekolah di daerah 3T (tertinggal, terdepan, dan terluar) dan sekolah dengan insfastruktur rendah

18) Pengajaran P5 menuntut guru menjadi lebih kreatif karena guru di minta menyiapkan projek yang menarik dan dapat merangsang keingintahuan siswa

19) Pengajaran P5 dapat melatih siswa bersikap lebih mandiri karena mereka di minta untuk mempersiapkan sendiri konten yang akan mereka sajikan

20) Pengajaran P5 pada kurikulum merdeka **tidak** dapat melatih sikap gotong royong (bekerja sama) yang menjadi ciri khas bangsa Indonesia

5. Appendix 5 diagrams answers from the questionnaire

Modul ajar dalam kurikulum merdeka lebih efektif karena lebih sederhana dan mudah diaplikasikan
9 jawaban
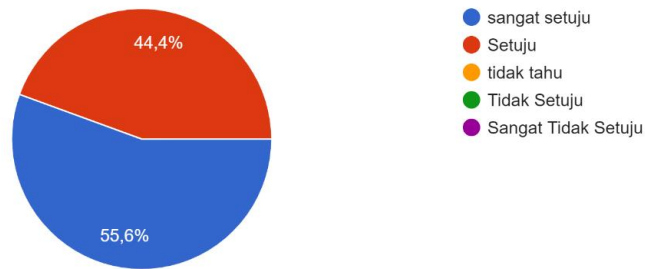
- sangat setuju
- Setuju
- tidak tahu
- Tidak Setuju
- Sangat Tidak Setuju

Modul ajar dalam kurikulum merdeka lebih efektif, karna guru dapat menyesuaikannya secara bebas berdasarkan kebutuhan dan karateristik siswa
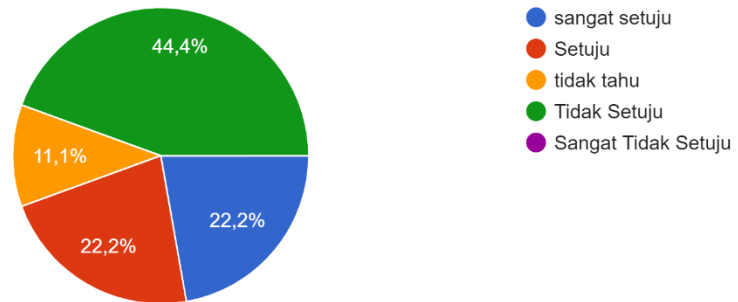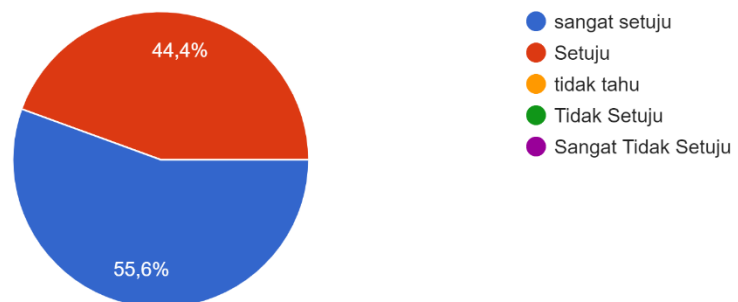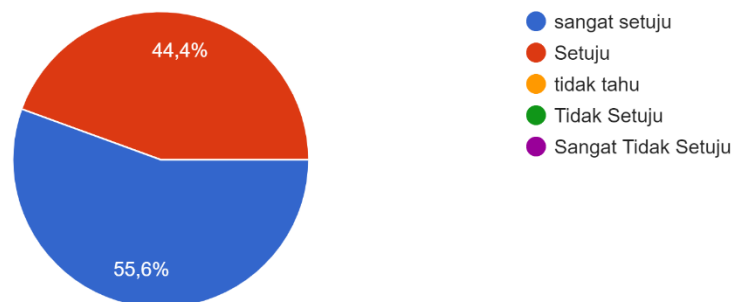9 jawaban
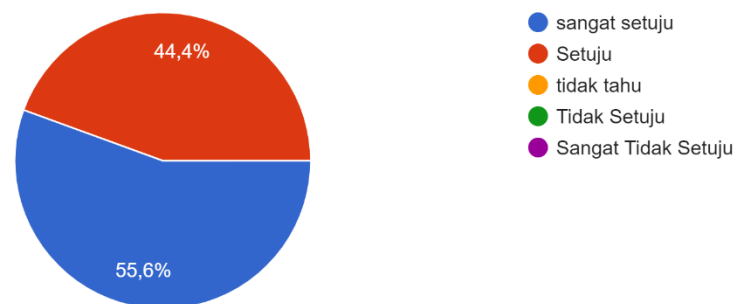
- sangat setuju
- Setuju
- tidak tahu
- Tidak Setuju
- Sangat Tidak Setuju

Modul ajar dalam kurikulum merdeka dapat meringankan beban guru, karena satu modul dapat digunakan untuk 12 kali pertemuan
9 jawaban
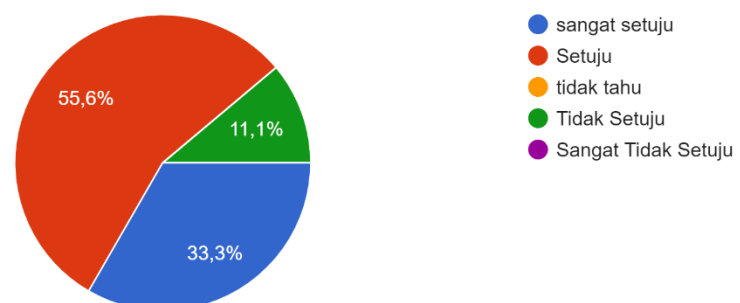
- sangat setuju
- Setuju
- tidak tahu
- Tidak Setuju
- Sangat Tidak Setuju

Pertanyaan pemantik yang terdapat pada modul ajar (Kompetensi awal) dalam kurikulum merdeka tidak dapat mengukur kemampuan siswa dengan tepat

9 jawaban

- sangat setuju
- Setuju
- tidak tahu
- Tidak Setuju
- Sangat Tidak Setuju

Aktivitas pembelajaran yang terdapat pada modul ajar dalam kurikulum merdeka dapat memudahkan penyampaian materi pelajaran kepada siswa
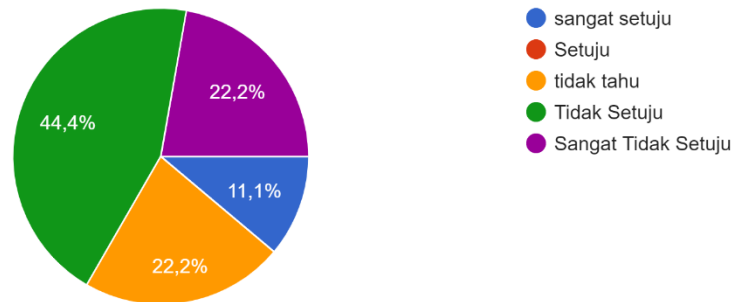
9 jawaban

- sangat setuju
- Setuju
- tidak tahu
- Tidak Setuju
- Sangat Tidak Setuju

tujuan pembelajaran pada modul ajar di kurikulum merdeka membantu guru untuk memfokuskan pengajaran pelajaran agar tepat sasaran
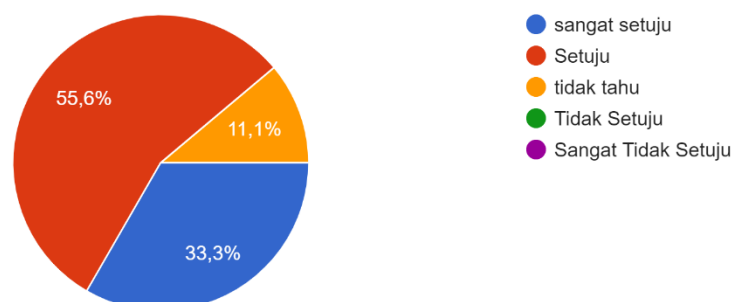
9 jawaban

- sangat setuju
- Setuju
- tidak tahu
- Tidak Setuju
- Sangat Tidak Setuju

Saya merasa tidak nyaman dan tidak suka dengan format modul ajar di kurikulum merdeka

9 jawaban

- sangat setuju
- Setuju
- tidak tahu
- Tidak Setuju
- Sangat Tidak Setuju

44,4%
22,2%
11,1%
22,2%

Lampiran modul ajar dalam Kurikulum Merdeka tidak dapat menjadi refrensi untuk mengembangkan bahan ajar

9 jawaban
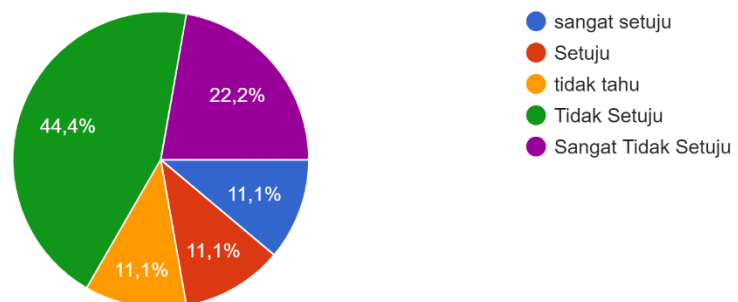
- sangat setuju
- Setuju
- tidak tahu
- Tidak Setuju
- Sangat Tidak Setuju

44,4%
22,2%
11,1%
11,1%
11,1%

Penilaian dalam kurikulum merdeka yang terbagi menjadi tiga kategori (diagnostik, formatif dan sumantif) lebih efektif dibandingakn dengan penilaian dalam K13
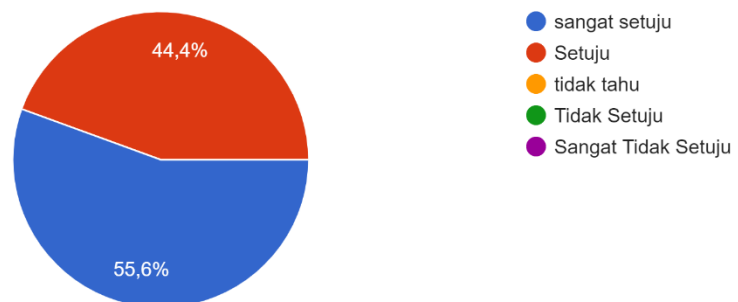
9 jawaban

- sangat setuju
- Setuju
- tidak tahu
- Tidak Setuju
- Sangat Tidak Setuju

55,6%
11,1%
33,3%

Beragamnya model pembelajaran dalam kurikulum merdeka membuat siswa dan guru lebih menikmati jalannya pembelajaran

9 jawaban
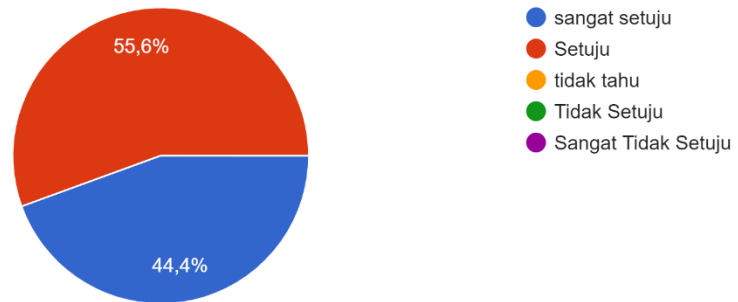
- sangat setuju
- Setuju
- tidak tahu
- Tidak Setuju
- Sangat Tidak Setuju

55,6%

44,4%

Pendalaman P5 dalam Kurikulum Merdeka dapat mengajarkan kepada siswa untuk senantiasa menjadi orang yang mengamalkan agama dimanapun mereka berada
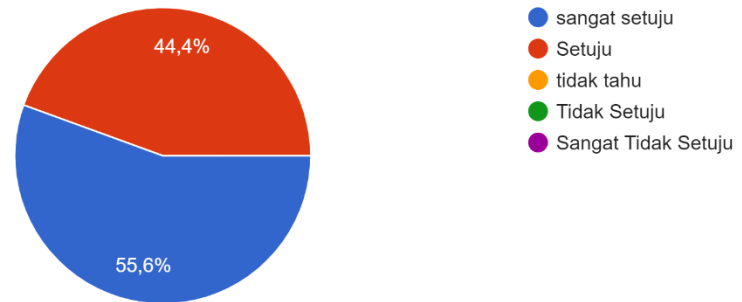
9 jawaban

- sangat setuju
- Setuju
- tidak tahu
- Tidak Setuju
- Sangat Tidak Setuju

44,4%

55,6%

Pengajaran P5 tidak dapat menjadikan siswa lebih bersemangat, karena mereka sangat tertekan ketika di minta untuk mengemukakan pendapat

9 jawaban
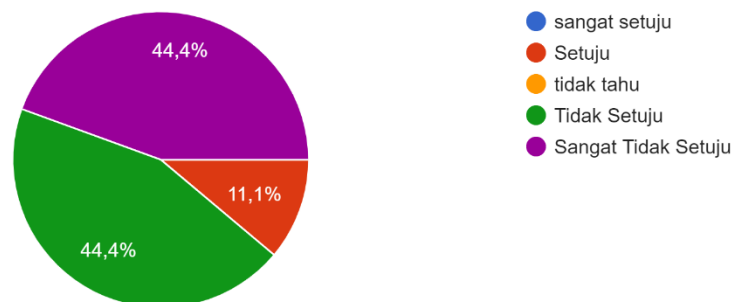
- sangat setuju
- Setuju
- tidak tahu
- Tidak Setuju
- Sangat Tidak Setuju

44,4%

11,1%

44,4%

Pengajaran P5 dapat melatih siswa untuk berpikir kreatif karena mereka diajarkan untuk memperoleh, memproses, dan mengevaluasi informasi dengan cara mereka sendiri
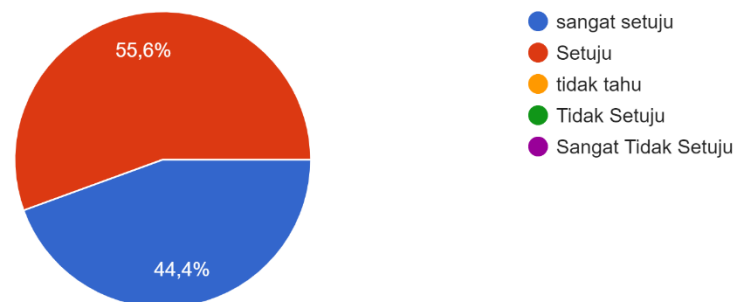
9 jawaban

- sangat setuju
- Setuju
- tidak tahu
- Tidak Setuju
- Sangat Tidak Setuju

44,4%
55,6%

Pengajaran P5 dapat melatih siswa bersikap mandiri, karena mereka diminta menganalisis pada setiap tema projek nya.

9 jawaban

- sangat setuju
- Setuju
- tidak tahu
- Tidak Setuju
- Sangat Tidak Setuju

66,7%
33,3%
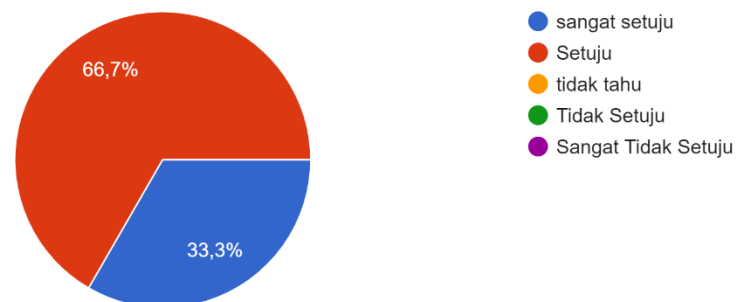
Pendalaman P5 dapat mengajarkan siswa untuk saling menghormati perbedaan yang ada dalam setiap individu

9 jawaban

- sangat setuju
- Setuju
- tidak tahu
- Tidak Setuju
- Sangat Tidak Setuju

55,6%
44,4%

Pengajaran P5 tidak dapat memberikan perubahan secara signifikan pada pembentukan karakter siswa

9 jawaban
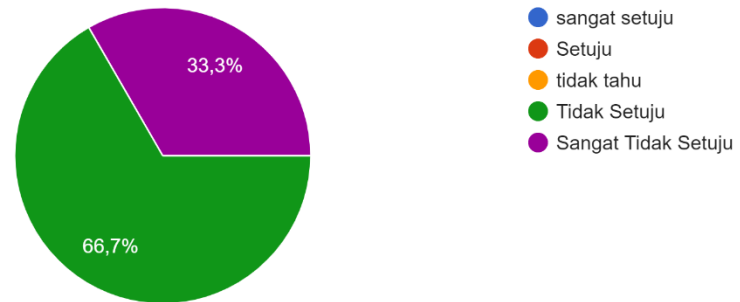
- sangat setuju
- Setuju
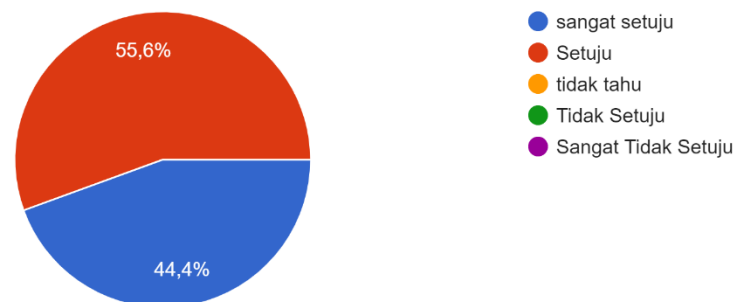- tidak tahu
- Tidak Setuju
- Sangat Tidak Setuju

Pengajaran P5 tidak dapat di terapkan pada sekolah di daerah 3T (tertinggal, terdepan, dan terluar) dan sekolah dengan insfastruktur rendah

9 jawaban
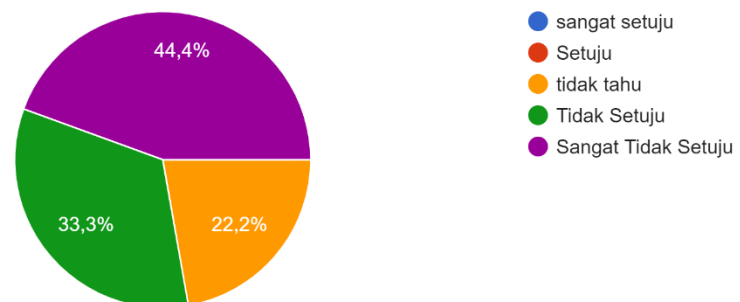
- sangat setuju
- Setuju
- tidak tahu
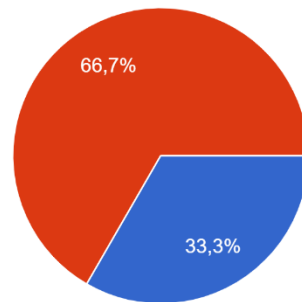- Tidak Setuju
- Sangat Tidak Setuju

Pengajaran P5 menuntut guru menjadi lebih kreatif karena guru di minta menyiapkan projek yang menarik dan dapat merangsang keingintahuan siswa

9 jawaban

- sangat setuju
- Setuju
- tidak tahu
- Tidak Setuju
- Sangat Tidak Setuju

Pengajaran P5 dapat melatih siswa bersikap lebih mandiri karena mereka di minta untuk mempersiapkan sendiri konten yang akan mereka sajikan
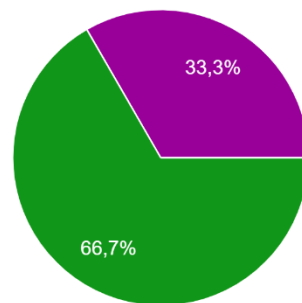
9 jawaban

- sangat setuju
- Setuju
- tidak tahu
- Tidak Setuju
- Sangat Tidak Setuju

66,7%

33,3%

Pengajaran P5 pada kurikulum merdeka tidak dapat melatih sikap gotong royong (bekerja sama) yang menjadi ciri khas bangsa indonesia

9 jawaban

- sangat setuju
- Setuju
- tidak tahu
- Tidak Setuju
- Sangat Tidak Setuju

33,3%

66,7%

6. Appendix 6 The Research Letter from IAIDA

INSTITUT AGAMA ISLAM DARUSSALAM
IAIDA
FAKULTAS TARBIYAH DAN KEGURUAN
TERAKREDITASI
BLOKAGUNG - BANYUWANGI

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Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

Kepala SMKN Darul Ulum Muncar

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : **MAULIDA WAFIQ AZIZAH**
TTL : **Banyuwangi, 6 Juni 2000**
NIM : **19112210035**
Fakultas : Tarbiyah dan Keguruan (FTK)
Program Studi : Tadris Bahasa Inggris (TBIG)
Alamat : Stembel – Gambiran – Gambiran – Banyuwangi - Jawa Timur
HP : 087803224580
Dosen Pembimbing : **Adib Ahmada, M.Pd.**

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.
Adapun judul penelitiannya adalah:

English Teachers' Perception of ELT in Merdeka Curriculum at SMKN Darul Ulum Muncar

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 01 Februari 2023
Dekan

Dr. Siti Aimah, S.Pd.I., M.Si.
NIPY. 3150801058001

7. Appendix 7 The Research Letter from SMKN Darul Ulum Muncar

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
**SEKOLAH MENENGAH KEJURUAN NEGERI
DARUL ULUM MUNCAR BANYUWANGI**
Jl. KH Askandar KM 2 Wringinputih - Muncar. Telp/Fax (0333) 597602, Email : smkndu.muncar@gmail.com
KABUPATEN BANYUWANGI   Kode Pos : 68472

SURAT PERNYATAAN
Nomor : 421.5/ IIS /101.6.7.23/2023

Yang bertanda tangan di bawah ini :

Nama	:	MAGIYONO, M.Pd
NIP	:	19680407 199103 1 007
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SMK Negeri Darul Ulum Muncar Banyuwangi

Dengan ini menyatakan bahwa:

Nama	:	Maulida Wafiq Azizah
Tempat tanggal lahir	:	Banyuwangi, 06 Juni 2000
NIM	:	19112210035
Fakultas	:	Tarbiyah dan Keguruan (FTK)
Program Studi	:	Tadris Bahasa Inggris (TBIG)
Alamat	:	Dusun Setembel, RT 005, RW 002, Ds. Gambiran, Kec. Gambiran
No. HP	:	087803224580
Dosen Pembimbing	:	Adib Ahmada, M.Pd.

Telah melaksanakan Penelitian pada tanggal 02 Maret 2023 di SMKN Darul Ulum Muncar Banyuwangi. Demikian surat pernyataan ini dibuat dengan sebenarnya, atas perhatiannya diucapkan terima kasih.

Banyuwangi, 02 Maret 2023
Kepala,

MAGIYONO, M.Pd
NIP. 19680407 199103 1 007

Form : F.K.TU – 15.00   Revisi :00
Tgl   : 20 Mei 2011

8. Appendix 8 The Guidance Card

NIM	19112210035
NAMA	MAULIDA WAFIQ AZIZAH
FAKULTAS	TARBIYAH DAN KEGURUAN
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS
PERIODE	20222
JUDUL	ENGLISH TEACHERS PERCEPTION OF ELT IN MERDEKA CURRICULUM AT SMKN DARUL ULUM MUNCAR

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20222	25 Maret 2023	25 Maret 2023	Revisi BAB 4 dan 5	Bimbingan ke 10
2	20222	21 Maret 2023	21 Maret 2023	Bimbingan BAB 5	Bimbingan ke 9
3	20222	11 Maret 2023	11 Maret 2023	Bimbingan BAB 4	Bimbingan ke 8
4	20222	20 Februari 2023	20 Februari 2023	Bimbingan Hasil Seminar Proposal	Bimbingan ke 7
5	20222	17 Januari 2023	17 Januari 2023	Revisi BAB 1, 2 dan 3	Bimbingan ke 6
6	20222	04 Januari 2023	04 Januari 2023	Bimbingan BAB 3	Bimbingan ke 5
7	20222	28 Desember 2022	28 Desember 2022	Revisi BAB 1 dan 2	Bimbingan ke 4
8	20222	21 Desember 2022	21 Desember 2022	Bimbingan BAB 2	Bimbingan ke 3
9	20222	07 Desember 2022	07 Desember 2022	Bimbingan BAB 1	Bimbingan ke 2
10	20222	30 November 2022	30 November 2022	Konsultasi judul proposal	Bimbingan ke 1

9. Appendix 9 The Plagiarism Checking

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Researcher Profil

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Major : Tadris Bahasa Inggris
Favourite Things : Watching Movies, Eating, And Shopping
Unfavourite Things : Study And Do Not Have Money
Motto : walk at your own pace and stay salty

History of Education:

1. Elemetary School: MI Hasyim Asy Ari

2. Junior High School: MTs Mambaul Huda

3. Senior High School: MA Mambaul Huda

4. S1: Institut Agama Islam Darussalam

Employment history:

1. 2020–now: staff in a notary office

Another Information:

She was born in Banyuwangi on June 6, 2000. Unmarried and still a burden on parents. She chose the English education department because she had liked English since she was in junior high school, but in the end, she felt he had the wrong major. She lives in Banyuwangi, East Java.