

**TEACHERS PERCEIVED CHALLENGES IN DESIGNING ENGLISH
LESSON PLAN BASED ON KURIKULUM 2013 AND KURIKULUM
MERDEKA**

THESIS

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SURAT PERNYATAAN KEASLIAN

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Teachers Perceived Challenges in Designing English Lesson Plan Based on Kurikulum 2013 and Kurikulum Merdeka

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 18 Maret 2025

Saya yang membuat surat pernyataan



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Bismillahirrahmanirrahim

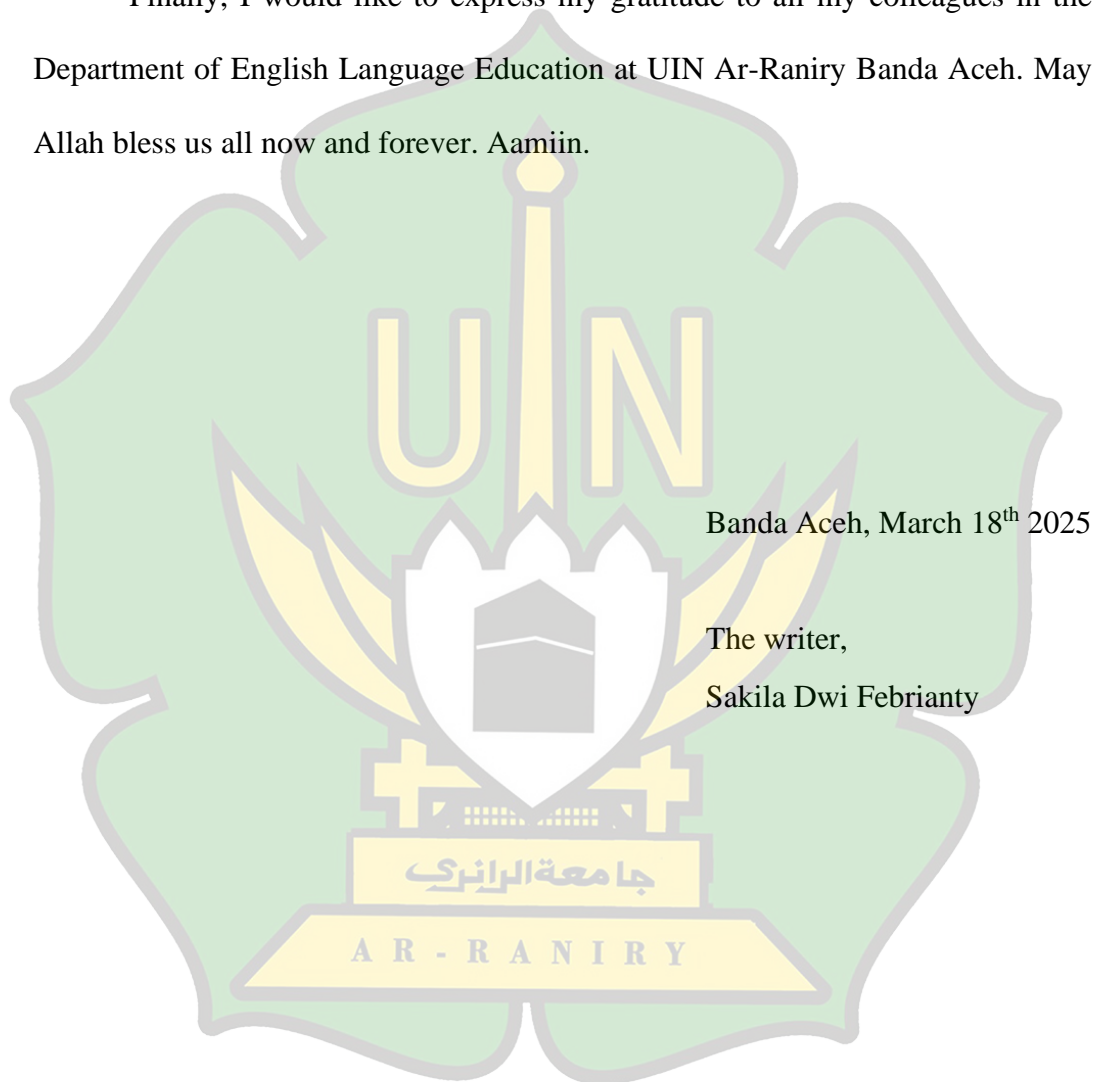
In the name of Allah, the Most Gracious, the Most Merciful. I express my heartfelt gratitude to Allah SWT for granting me the joy of life, the chance to strive, the breath of life, and the inspiration and strength to write and finalize this thesis. I also send blessings and peace upon the esteemed Prophet Muhammad SAW, whose teachings have illuminated our minds and hearts, guiding us toward knowledge and wisdom, along with his family and companions who tirelessly led their community on the righteous path.

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ABSTRACT

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This study investigates the challenges faced by English teachers in designing lesson plans under two distinct Indonesian curricula: Kurikulum 2013 and Kurikulum Merdeka. Employing qualitative methods through interviews with teachers at MAN 1 Banda Aceh, the research reveals significant differences between the two curricula. Kurikulum 2013 is characterized by its structured framework, which often restricts teachers' creativity and adaptability. In contrast, Kurikulum Merdeka provides greater flexibility, emphasizing student-centered learning and interactive methods that enhance classroom engagement. Despite these benefits, teachers encounter obstacles such as time constraints, ambiguous learning objectives, and limited teaching resources when implementing both curricula. The findings highlight the importance of comprehensive training and institutional support to equip educators with the skills and resources necessary for effective curriculum implementation. This study contributes valuable insights into curriculum development and offers practical recommendations for improving English language instruction in Indonesia. It underscores the need for balancing structure and flexibility in lesson planning to meet diverse educational demands while fostering teacher innovation and student engagement.

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CHAPTER I

INTRODUCTION

A. Background of the Study

The curriculum usually changes based on deficiencies in the previous curriculum. The curriculum is frequently changed to fix issues found in previous iterations, educators and administrators may identify particular areas where students struggle or lack necessary knowledge and abilities when they evaluate student performance. These shortcomings may be caused by a number of things, including out of date information, a lack of interest in the subject matter, or a lack of emphasis on critical thinking and problem solving skills. One of the most important components of teaching and learning English in the classroom is the curriculum. This is thus because the curriculum controls the entire learning process, from the smallest details like the subjects covered in class to the supporting items that are required for classroom instruction or that include all learning experiences or the accomplishment of particular goals in an educational setting assessing or determining student and instructor performance (Egan, 2003).

The public has voiced numerous complaints about the curriculum's rapid changes. Finland, Singapore, Korea, China, and other nations with high levels of education have consistent curricula and policies (Sunarti et al., 2022). Owing to this distinction, declarations made in public like "Change Minister, begin changing syllabus" cannot be avoided. Nevertheless, in the FAQ book that the Ministry of The Response to Education (Kemendikbud, 2022a, pp. 10-11) is that the

government establishes the curriculum at the education unit level as a teacher refers to and modifies in accordance with the traits that students possess.

One significant reform is the implementation of the Kurikulum 2013 (K-13) inaugurated in 2013 and Kurikulum Merdeka introduced in 2020. These changes not only impacted the curriculum, but also the preparation of lesson plans. Kurikulum 2013 is designed to encourage active, creative and innovative learning. Through this approach, it is expected that students can be more involved in the learning process. However, the implementation of Kurikulum 2013 in the field often faces challenges, especially in terms of teacher readiness and the provision of adequate resources.

On the other hand, Kurikulum Merdeka provides more flexibility for teachers in designing learning that suits students' needs. This curriculum emphasizes character and competency development, and provides space for teachers to innovate in teaching methods. This is important in an increasingly dynamic and diverse educational context. The fundamental difference between Kurikulum 2013 and Kurikulum Merdeka lies in the philosophy and approach used in preparing lesson plans. Kurikulum 2013 is more structured and oriented towards achieving certain competency standards, while Kurikulum Merdeka tends to be more flexible and oriented towards students' needs and interests. This difference affects the way teachers plan and implement learning in the classroom.

In the context of English language teaching, these differences are very important to analyze. English as an international language requires the right

approach so that students can master language skills well. Therefore, teachers' understanding of the differences between Kurikulum 2013 and Kurikulum Merdeka lesson plans is crucial in determining the effectiveness of learning. This study aims to explore teachers' views on the differences between Kurikulum 2013 and Kurikulum Merdeka lesson plans in English classes. By understanding teachers' perspectives, it is hoped that useful information can be found for curriculum development and improving the quality of learning. This is important considering that teachers are the main actors in the education process.

Referring to previous research, revealed that although the two curricula have similarities in learning activities and assessment, they are very different in terms of materials and project requirements (Prameswari, 2023). This difference in views is important to investigate further. Other factors that influence teachers' views include teaching experience, training received and support from the school. This research will explore these aspects to provide a more comprehensive picture of the challenges and opportunities teachers face in implementing both curricula. The Kurikulum 2013 employs a structured assessment method, while the Kurikulum Merdeka favors formative assessments without strict categorization and omits the Minimum Completeness Criteria for skills (Saputri et al., 2023). Teachers initially faced challenges adapting to the new curriculum but gradually adjusted. The study highlights the importance of teacher adaptability and motivation in implementing curriculum changes and suggests that the Independent Curriculum simplifies. Kurikulum Merdeka is generally viewed more favorably compared to the

Kurikulum 2013 (K-13) due to its emphasis on flexibility, learner autonomy, and holistic development (Priawasana & Subiyantoro, 2024).

The reason the researcher focused on this issue is because of the experiences when intern at Man Model Banda Aceh, the tutor taught us how to make RPP (Rencana Pelaksanaan Pembelajaran) and Modul Ajar, because at Man Model Banda Aceh there are two lesson plans that apply, which are RPP for grades 11 and 12 and Modul Ajar for grade 10, therefore the researcher wants to conduct research at Man Model Banda Aceh. And in the English course design class the researcher also learned how to make RPP and Modul Ajar, for this reason the researcher wants to know more deeply what are the differences in the components of the lesson plan between RPP and Modul Ajar and teachers perceptions of the differences between the two curricula.

B. Research Questions

This research is intended to conduct this research to find out the answer to the questions:

1. What are the differences between Kurikulum 2013 and Kurikulum Merdeka lesson plans according to teachers views?
2. What are the challenges faced by teachers in preparing both lesson plans?

C. The Aims of the Study

This study aims to find out more about teachers' perceptions of the differences in lesson plans between Kurikulum 2013 and Kurikulum Merdeka, as well as the challenges faced by teachers in preparing both lesson plans.

D. Significance of the Study

The author hopes this research will be useful to English education students and teachers.

1. The student of the English Education Department

This can be used as additional information in the English Course Design course where students are required to make RPP (Rencana Pelaksanaan Pembelajaran) and Modul Ajar.

2. English Teachers

As the findings of this study include teachers' perceptions and how teachers deal with the differences between K-13 and K-Merdeka lesson plans, the findings will be useful for teachers who will implement K-Merdeka.

E. Terminologies

The terminology belongs to the explanation of the important phrase in the title, intending to prevent any ambiguity, enhance the comprehensibility of the study, and mitigate the risk of misinterpretation. The terminology utilized in this study will be explicitly specified as follows:

1. Kurikulum 2013

Kurikulum 2013, commonly referred to as K-13, is an educational framework that was put into place in Indonesia with the goal of improving the standard of instruction at all levels, including elementary, junior high, and senior high schools. The old Education Unit Level Curriculum (KTSP),

which was judged less successful in addressing students' educational requirements, was replaced by this curriculum.

2. Kurikulum Merdeka

Kurikulum Merdeka, is a revolutionary educational framework that was implemented in Indonesia with the goal of improving learning outcomes and experiences. This curriculum was introduced by the Ministry of Education and Culture with the goal of offering a more adaptable and student-centered approach to education, especially in light of the difficulties brought on by the COVID-19 pandemic.

3. Lesson Plan

A lesson plan is a comprehensive manual that a teacher prepares in order to lead a class and guarantee that pupils meet predetermined learning goals. It specifies the course of instruction, including the goals, strategies, and assessments for the lesson. Lesson plan in this research is RPP (Rancangan Pelaksanaan Pembelajaran), which is a lesson planning document made by the teacher as a guide in the teaching-learning process in the classroom in Kurikulum 2013. RPP contains learning objectives, materials to be taught, learning methods to be used, and assessments to be carried out to measure student understanding. And Modul Ajar is a document that contains the objectives, steps, learning media, and assessments needed in one unit or topic, in accordance with the Flow of Learning Objectives (ATP) in Kurikulum Merdeka. In general, Teaching Modules are similar with RPP, however, its components are more complete.