

**STAGES OF CONCERN OF ENGLISH TEACHER TO IMPLEMENT
KURIKULUM MERDEKA**

THESIS

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Stage Of Concern Of English Teacher To Implement Kurikulum Merdeka

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

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This study investigates the stages of concern English teachers have regarding implementing Kurikulum Merdeka, focusing on its effects on the effectiveness of implementation and student learning outcomes in English subjects. This study used qualitative and total sampling to collect the data through semi-structured interviews. The participants of this research are English teachers at SMAN 1 Aceh Barat. Using thematic analysis, the research findings indicate that both teachers (T1 and T2) have a robust understanding of the curriculum's fundamental components, particularly its flexibility, student-centered approach, and emphasis on competency-based assessments. Teachers express appreciation for transitioning from conventional teaching methods to a more personalized, active learning environment, where they function as facilitators, promoting enhanced student engagement. The teachers further emphasized the significance of competency-based assessments, including diagnostic, formative, and summative assessments, which allow for more individualized learning and effective teaching strategies. Additionally, the Pancasila Learner Profile Strengthening Project (P5) was praised for promoting character development through project-based learning, fostering creativity, social skills, and independence. However, the study identifies key challenges in the curriculum's implementation. Teachers noted a lack of formal training and official support, relying instead on self-directed learning through online resources. Limited resources and infrastructure, especially in remote areas, impede effective implementation. The study concludes that more structured professional development, enhanced resources, and infrastructure are essential for successfully implementing the Kurikulum Merdeka.

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CHAPTER I

INTRODUCTION

This chapter describes the primary concept for carrying out the research. It discusses the background of the study, research questions, the aims of the study, the scope of the study, the significance of the study, and terminologies.

A. Background Of Study

Curriculum development is a stage of innovation or innovation carried out by the government in the field of national education to provide solutions that column several cases or problems in the world of education. Problems in the world of education. Because the curriculum is outdated or irrelevant in solving common problems, developing curriculum outcomes modifies or reforms the school kurikulum (Ikbogwe et al., 2014).

Curriculum development in Indonesia aims to restore and improve the quality of education by developing and advancing science and technology (Darwisah, 2020). The curriculum development of the Indonesian education system is absolute. Based on the results of the evaluation of documents and program implementation by the National Education Standards Agency in 2013, Research and Development Agency of the Ministry of Education, the capacity of the 2013 program is too broad and challenging for teachers to understand and implement.

Due to the lack of an education structure, the program structure lacks flexibility, with specific learning time per week, and the material is so dense that

there is no time to study it in depth. It is suitable for every stage of student development. In addition, teachers are busy preparing for the learning process in the classroom.

Education has a central role in a nation's development and significantly impacts the development of individuals and society as a whole. In the current era of globalization, quality education is needed and relevant to the times' needs. The Kurikulum Merdeka is an educational innovation that is expected to provide freedom and flexibility to teachers and students to determine learning content that is more related to local realities and meets students' individual needs.

The implementation of Kurikulum Merdeka, especially in the context of English language teaching, demands a critical role from teachers. English teachers are responsible for guiding students in developing English language skills effectively. Khasinah (2017) explain that teacher have manage anything that happen in the classroom even before the problem arises. Therefore, it is essential to understand English teachers' level of concern (stages of concern) regarding implementing the Kurikulum Merdeka.

Moreover, curriculum development is an instrument to improve the quality of education (Rahayu et al., 2022). Ministry of Education and Culture, to enhance the quality of education in Indonesia, is making efforts to reform learning by designing a Kurikulum Merdeka, which gives schools, teachers, and students the freedom to be free to innovate, free to learn merdeka and creatively (Sherly et al., 2020). The concept of Kurikulum Merdeka is also the answer to problems in the learning

practice process. These educators are facilitated in administration and given the freedom to design and assess student learning openness to all obstacles experienced by educators, such as making lesson plans (Yamin & Syahrir, 2020).

Curriculum change is not solely in terms of the name only. Still, also the structure of the new educational plan includes many highlights, including the way things are coordinated, the objectives to be accomplished in training, cycles of educating, learning, and appraisal, and lastly, how the educational program will prepare for the future students (Thura & Khaing, 2020). In the Kurikulum Merdeka, one of the reforms that need to be considered is related to the Lesson Plan.

Nowadays, the government already provides the lesson plan in Kurikulum Merdeka, in which teachers can use, modify, or compose their modules by adjusting to the characteristics and needs of students, referring to the Pancasila Student Profile element. Besides, the lesson plan in the previous curriculum has too many components, and teachers are required to exhaustively every part, resulting in an additional five pages of lesson plan. In Kurikulum Merdeka, teachers can focus only on three main components: teaching and learning objectives, learning process, and assessment, which can be shortened into a lesson plan page, while the other components are complementary.

Although Kurikulum Merdeka is a positive milestone in renewing Indonesia's education system, its implementation often poses various challenges for educators. Curriculum changes can create mixed feelings and concerns among teachers. Therefore, understanding the stages of concern from English teachers towards

implementing the Kurikulum Merdeka is crucial to ensuring the success and effectiveness of this program.

This study aims to analyze the stages of concern English teachers have regarding implementing the Kurikulum Merdeka. By understanding this level of concern, it is hoped that more effective strategies and approaches can be developed to support teachers in implementing the Kurikulum Merdeka. This research focused on English teachers in senior high schools who are involved in the implementation process of the Kurikulum Merdeka. Data were collected through surveys and interviews to gain comprehensive insights into teachers' concerns.

This research is expected to contribute to understanding and overcoming problems with implementing the Kurikulum Merdeka in the context of English teaching. The results of this study are also likely to be the basis for developing more effective strategies and approaches to supporting teachers. It is essential to highlight that implementing Kurikulum Merdeka is a significant innovation in Indonesian education. This involves not only changes to learning content but also involves new teaching approaches and strategies. Therefore, understanding the stages of concern English teachers have regarding implementing Kurikulum Merdeka is important in ensuring the success and effectiveness of this program.

English teachers play a central role in teaching English language skills, a competency that has significant implications for students' academic and professional development. In the context of Kurikulum Merdeka, they are faced with the challenge of integrating learning approaches that are more dynamic and responsive

to students' individual needs. Therefore, understanding teachers' level of concern about this kurikulum change pave the way for developing more effective strategies and support (Fullan, 2007).

In this context, a study of the stages of concern English language teachers have regarding the implementation of Kurikulum Merdeka is highly relevant in identifying key factors that influence the adoption and adaptation of this educational innovation. Understanding the different levels of concern will allow relevant parties to develop training and support programs that suit the needs and problems faced by English teachers (Hall & Hord, 1987).

The study of the stages of concern English language teachers have regarding the implementation of Kurikulum Merdeka is relevant in the local context and has broader implications for kurikulum change nationally. The issues that emerged from this process can be generalized to understand how educators respond to curriculum change and which strategies are most effective to support them in facing this challenge. Understanding the stages of teacher concern can also provide a more generalized view of adapting the new curriculum across subjects other than English (Hall & Hord, 1987). This can help stakeholders to develop guidelines and strategies that can be applied across different educational contexts. The results of this study could also have international relevance in the context of English language teaching, not only at the national level. Understanding how English language teachers cope and adapt to Curriculum changes can provide valuable insights for educators in other countries who face similar challenges in improving the quality of English

language learning (Fullan, M. (2007).

B. Research Question

Based on the background of the study, the research question can be drawn from the preceding discussion as follows: “How Does English teachers' understanding of the implementation of the kurikulum Merdeka?”

C. Research Aim

The aim of this research is as follows: ”To explore and understand how English teachers' level of concern for the implementation of Kurikulum Merdeka affects the effectiveness of implementation and student learning outcomes in English subjects.”

D. Significance of the Study

1. For Teachers

This research will provide English teachers with a deeper understanding of their stages of understanding (stages of concern) related to the implementation of Kurikulum Merdeka (CMB). By understanding their feelings and needs at each stage, teachers can identify areas where they need additional support or specialized training.

2. For Researchers

This research provides an opportunity to generate new knowledge about the stages of concern in implementing Kurikulum Merdeka (CMB) by English teachers.

Thus, researcher can make a significant contribution to the scientific literature in the field of education and kurikulum implementation.

3. For Other Researchers

With a deeper understanding of the stages of English teachers' knowledge of the implementation of Kurikulum Merdeka (CMB), other researchers can gain a deeper understanding of the factors that influence the acceptance and implementation of the new kurikulum in various educational contexts.

E. Terminology

1. Stage of Concern

The stage of concern is a psychological model that describes how individuals react to change. This model is often used in education to understand how teachers respond to curriculum changes or new programs. In other words, these stages of concern describe the sequential process that individuals go through when facing change. This process starts with awareness of the change, and then the individual will begin to think about the impact of the change on themselves. Finally, they will focus on how to manage the change and its effects.

The stage of concern in this research related to the Kurikulum Merdeka is the level of teacher understanding. This research is necessary because teachers must know what stage their understanding is before implementing the curriculum so that the teacher does not experience difficulties.

2. Kurikulum Merdeka

A curriculum is a plan or guide that organizes educational institutions' learning and teaching processes at schools, colleges, or other academic institutions. In general, the curriculum includes various elements such as learning objectives, learning materials, teaching methods, assessment, and time and space arrangements.

Kurikulum Merdeka is a new approach in Indonesia's education system that emphasizes teaching flexibility, project-based learning, and character development in accordance with the Pancasila Learner Profile.

3. English Teachers

English teachers teach English language skills, including reading, writing, speaking, and listening. They play a role in helping students understand English either as a first language (L1), second language (L2), or foreign language (EFL - English as a Foreign Language). In addition, English teachers are also responsible for introducing cultural aspects, grammar, and literature to improve students' communication competence in local and global contexts.

English teachers work at various levels of education, ranging from elementary and secondary to tertiary schools and in language course institutions. They are essential in students' academic, professional, and social development.

CHAPTER II

LITERATURE REVIEW

This chapter describes the primary concept for carrying out the research. It discusses a brief introduction to Kurikulum Merdeka, the stage of concern, and relevant studies.

A. Kurikulum Merdeka

1. Definition of Kurikulum Merdeka

The curriculum is designed to achieve educational goals through structured learning experiences. Experts' definitions show that curriculum is not only about the material taught but also about relevant learning experiences and how students optimally develop their potential. Some experts emphasize the importance of flexibility, social influence, and evaluation processes in creating an effective curriculum.

According to Hamalik, implementation includes three main activities: program development, learning implementation, and evaluation. Program development provides learning programs, guidance, and counseling or remedial programs. Implementation of learning includes the interaction process between students and their environment so that changes in behavior occur in a better direction. Meanwhile, evaluation is an assessment process carried out throughout the implementation of the kurikulum (Hamalik, 2007).

Based on the understanding of curriculum, the researcher can conclude that Curriculum is a set of plans and arrangements regarding objectives, content, and learning methods, as well as evaluation of learning outcomes that are used as guidelines in the educational process in an academic institution. In other words, a curriculum is a concept or model that guides an educational institution's learning and teaching process. The curriculum can cover various aspects, such as subject matter, learning methods, skills development, values that must be held, and assessment and evaluation methods. The educational institution or the government can make this curriculum.

Kurikulum Merdeka involves various intra-curricular learning sessions with optimal content, so students have enough time to explore concepts and strengthen competence. Teachers can choose multiple teaching tools so that learning can be adapted to student's learning needs and interests. Projects to enhance the achievement of Pancasila student profiles are developed based on specific themes set by the government. The project is not directed to achieve particular learning achievement targets, so it is not tied to subject content (Direktorat PAUD Dikdas & Dikmen, 2021).

The Kurikulum merdeka has been tested in 2,500 Sekolah Penggerak. This curriculum was not only driving schools but also launched in other schools. According to data from the Ministry of Education and Culture and Research and Technology, there have been 143,265 schools that have used the Kurikulum Merdeka. This number will continue to increase as the implementation of the Kurikulum Merdeka begins in the 2022/2023 academic year at the Kindergarten, Elementary,

Middle School, and High School levels (Swawikanti, 2022).

The Kurikulum Merdeka is an idea launched by the Ministry of Education, namely Nadiem Makariem, which aims to encourage innovation in the world of education. In this case, the curriculum is no longer a tool forced on students, but a tool that can be adapted to students' needs and encourage creativity and innovation. Applying this concept will allow students to explore their interests more broadly.

The Kurikulum Merdeka focuses on the freedom to think creatively and Merdeka. Teachers are expected to be the driving force behind actions that bring positive things to students. The conclusion on the learning concept is a form of the proposal for restructuring the national education system. The reorganization was carried out to respond to changes and progress in the country and to adapt to changing times. Thus, students can develop according to their potential and abilities. Merdeka learning is characterized as learning that is critical, high quality, fast, applicable, expressive, progressive, and diverse. Students learn by taking initiative, which can be seen from their attitude and thinking. One is energetic, optimistic, positive, creative, and not worried about trying new things (Susilowati, 2022).

The concept of the Kurikulum Merdeka is an idea that carries the vision of freeing the curriculum from dependence on an established education system that seems rigid and has too many rules. This concept wants to give each student and teacher freedom in designing a curriculum that suits their needs, potential interests, and talents.

In the current era of digitalization, technological developments affect the quality of education. Teachers and students are inseparable from digital-based devices in every activity carried out. The concept of Merdeka learning curriculum education integrates literacy skills, knowledge skills, skills, attitudes, and mastery of technology. Through this concept, students are free to think and maximize the knowledge that must be taken. The 21st-century curriculum requires students to be Merdeka in acquiring formal and non-formal education knowledge. The freedom applied in the 21st-century concept will allow students to explore as much knowledge as possible. One of the things that can be done is through literacy activities, developing talents through skills and positive things that support the development of each student (Manalu, 2022, p. 84).

The concept of the Freedom to Learn curriculum, according to the opinion of Heppy and Bagja (2022), explains that: 1) Project-based learning aims to develop soft skills and character according to the Pancasila student profile. 2) Focus on essential material so there is time for in-depth learning of basic competencies such as literacy and numeracy. 3) The teacher's flexibility to carry out differentiated learning based on the student's abilities.

In supporting the policy of implementing a Kurikulum Merdeka, the education unit needs to consider three important stages. (1) Building a technology-based education ecosystem. Technology-supported educational ecosystems are very important to encourage creativity, innovation, and driving character for educators. (2) Collaboration with various lines. In the current era of global digitalization, other

parties are not rivals, but they can become collaborative partners who complement each other with their respective strengths and support each other with ideas and resources. (3) Inventory and data maintenance. Prepare the best human resources and infrastructure to support the implementation of government. It can be concluded that the concept of the Merdeka Learning curriculum has several main components, namely project-based learning to develop soft skills and character according to the profile of Pancasila students, focusing on essential materials that enable in-depth learning in basic competencies such as literacy and numeracy, as well as teacher flexibility in conducting learning differentiated based on the abilities of students. The use of a Kurikulum merdeka has several advantages, such as material that is simpler, more in- depth, and focuses on essential material, the flexibility of teachers in teaching according to the stages of achievement and development of students, as well as more relevant and interactive learning through project activities that encourage students to become more active and explore actual issues.

2. Elements

According to the Educational Research Institute (2023), curriculum descriptions typically include several essential elements, including:

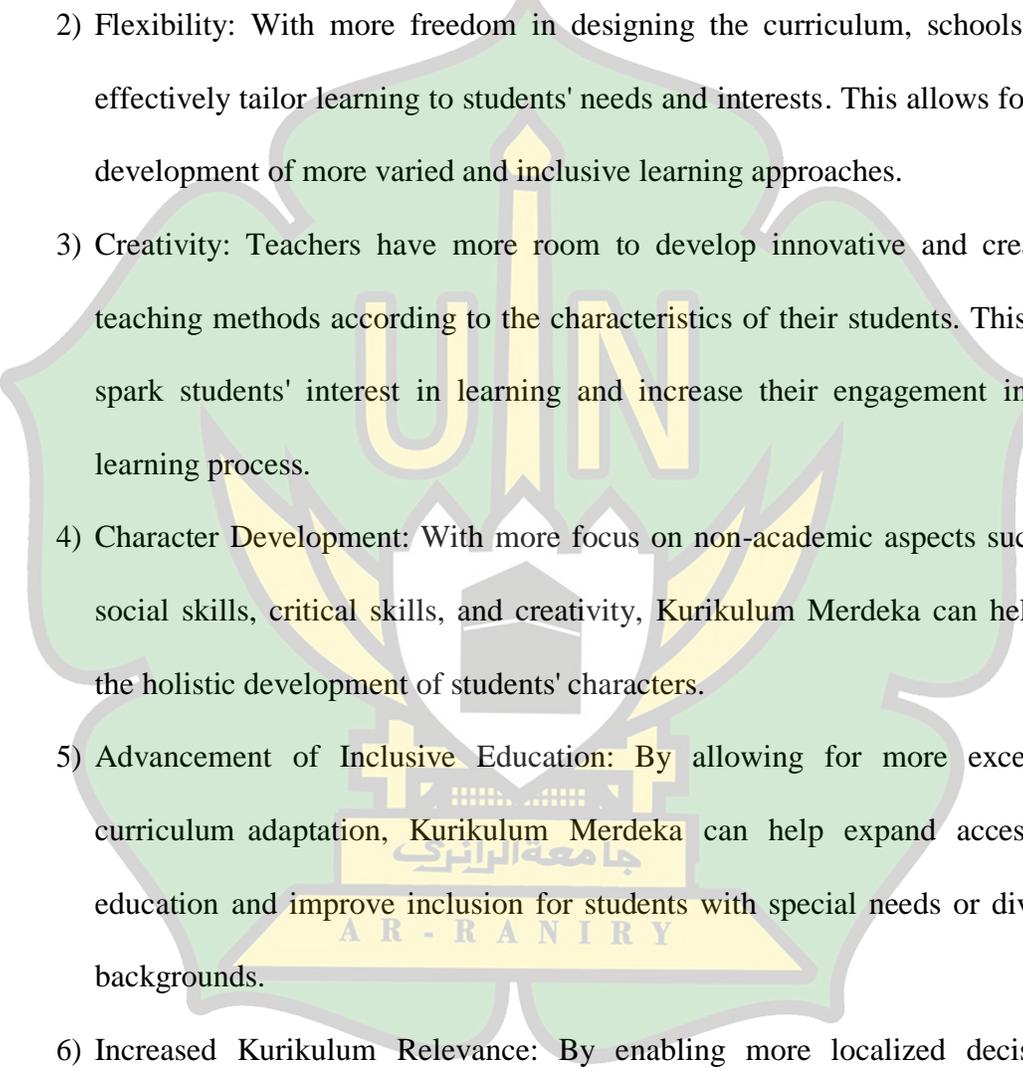
- 1) Learning Objectives are statements of what students are expected to achieve after completing a particular program or curriculum. These objectives may include aspects of knowledge, skills, attitudes, and desired values.
- 2) Learning Materials: This is the content or topics taught to students in the curriculum. Learning materials can cover a wide range of subjects, such as

math, science, language, art, and so on, and can be tailored to the educational level and needs of the students.

- 3) Teaching Methods: These are strategies or approaches teachers or instructors use to deliver learning materials to students. Teaching methods can vary from lectures, discussions, group work, and hands-on practice to using technology in learning.
- 4) Assessment measures students' progress and achievement against the set learning objectives. Assessment can be done through various means, such as tests, assignments, projects, observations, or portfolios.
- 5) Time and Space Management: This involves determining the learning schedule and using available supporting facilities and resources. Time and space arrangements may also consider flexibility in the learning process.
- 6) Adjustment and Evaluation: The curriculum must also be adjusted and evaluated periodically to ensure it remains relevant and effective in achieving learning objectives. Evaluation may involve feedback from students, teachers, and parents and analysis of learning outcome data.

3. Advantages of Kurikulum Merdeka

Kurikulum Merdeka is a new curriculum concept in Indonesia that aims to give schools more freedom in designing the curriculum according to local needs and student characteristics. Here are some of the advantages of Kurikulum Merdeka:

- 
- 1) Contextual: Kurikulum Merdeka allows schools to adapt the curriculum according to the local needs, culture, and social conditions around them. This can increase the relevance of subject matter to students' daily lives.
 - 2) Flexibility: With more freedom in designing the curriculum, schools can effectively tailor learning to students' needs and interests. This allows for the development of more varied and inclusive learning approaches.
 - 3) Creativity: Teachers have more room to develop innovative and creative teaching methods according to the characteristics of their students. This can spark students' interest in learning and increase their engagement in the learning process.
 - 4) Character Development: With more focus on non-academic aspects such as social skills, critical skills, and creativity, Kurikulum Merdeka can help in the holistic development of students' characters.
 - 5) Advancement of Inclusive Education: By allowing for more excellent curriculum adaptation, Kurikulum Merdeka can help expand access to education and improve inclusion for students with special needs or diverse backgrounds.
 - 6) Increased Kurikulum Relevance: By enabling more localized decision-making in curriculum design, Kurikulum Merdeka can help ensure that the curriculum taught is better suited to the needs and challenges faced by local communities.

Although it has many advantages, implementing Kurikulum Merdeka also has challenges, such as ensuring that the quality of education is maintained, ensuring the availability of adequate resources, and maintaining the consistency of national standards (Ministry of Education and Culture of Republic of Indonesia, 2023).

In short, *Kurikulum Merdeka* offers a more flexible, contextual, and inclusive approach to education by empowering schools to adapt curricula to local needs and student characteristics. It promotes creativity, character development, and relevance to local communities. However, successful implementation requires addressing challenges such as maintaining education quality, ensuring resource availability, and upholding national standards consistency.

4. Disadvantages of Kurikulum Merdeka

While Kurikulum Merdeka has several advantages, there are also some disadvantages or challenges to consider:

- 1) Standards Consistency: As it gives more freedom to schools in designing the curriculum, there is a risk that national education standards become less consistent across the country. This can lead to inequalities in the quality of education from one region to another.
- 2) Quality Uncertainty: With less central control in designing the curriculum, there is a risk that some schools may not be able to produce a high-quality curriculum or up to the expected national standards.
- 3) Lack of Resources: Kurikulum Merdeka implementation may require additional resources, including teacher training, learning materials, and

educational infrastructure. Schools that lack this support may have difficulty in implementing an effective curriculum.

- 4) Non-uniformity in Education Quality: Without strict guidelines, some schools may overlook essential aspects of the curriculum or focus on unbalanced areas, leading to non-uniformity in education quality between schools.
- 5) Limitations of Assessment and Evaluation: Kurikulum Merdeka can present challenges in consistently evaluating student success without clear assessment standards. This can make it difficult to compare student achievement across schools and regions.
- 6) Uncertainty of Relevance: Without clear guidelines, there is a risk that some schools may not integrate the curriculum well with the needs of the world of work or college, which could reduce the relevance of education to market needs.
- 7) Inequality of Access: Merdeka curricula may increase disparities in access to education as some schools may not have sufficient resources to develop quality curricula, causing a gap between advantaged and disadvantaged.

It is essential to consider these challenges and ensure that the implementation of Kurikulum Merdeka is balanced with practical strategies to promote education quality, ensure consistency of standards, and address all student needs (Ministry of Education and Culture of Republic of Indonesia, 2023).

To conclude, while Kurikulum Merdeka aims to offer flexibility, creativity, and adaptability in educational approaches, it poses significant challenges that need careful management to ensure effectiveness. The difficulties identified such as standards consistency, quality uncertainty, lack of resources, and inequality of access underscore the importance of establishing clear guidelines, robust teacher training, and equitable resource distribution across schools.

B. Stage of Concern

1. Definition of Stage of Concern

The concerns-based approach to teacher education has been primarily critiqued on two counts. Buchmann (1986) claimed that a focus on concerns emphasizes person over role in teaching and elevates the person to an exalted status in teacher preparation. In an elaborate argument, Buchmann deftly crafts a case for the importance of role over person as the beacon to guide teacher education pedagogy. She argues that role orientation, grounded in dispositions based on standards and role expectations of teachers in society, ought to form the core of teacher education rather than the narrow personal agenda that a concerns-based approach to teacher preparation would promote.

Stages of Concern Theory is a theoretical framework Hall and Hord (2006) developed to understand individual reactions and responses to change in an educational context. The theory states that individuals go through various stages in dealing with change, ranging from personal concern to full commitment to the

proposed innovation or change.

In the context of this study, the Stages of Concern Theory is very relevant because it allows us to understand how English language teachers experience and respond to curriculum changes, especially the Kurikulum Merdeka. Identifying and classifying stages of concern will help identify common patterns and trends in teachers' responses to implementing the new curriculum.

2. Advantage Stage Of Concern

“Stage of Concern” is a concept used in the context of organizational change, especially in education, to understand an individual's level of concern or concern for the changes that are taking place. Here are some of the benefits of understanding and managing these stages of concern (Hall & Hord, 2019) :

- 1) Better Understanding: By identifying and understanding the stages of apprehension experienced by individuals, educational leaders, and managers can have a better insight into how change is understood and accepted by staff and organizational members.
- 2) More Effective Planning: Understanding the stages of apprehension allows for more effective planning in managing change. By knowing where individuals or groups are in the change process, leaders can take appropriate steps to support them and address possible concerns.
- 3) Overcoming Barriers: By understanding the stages of concern, education leaders and managers can identify barriers that may arise during the change

process and develop strategies to overcome them. This can help reduce resistance to change and increase the likelihood of successful implementation.

4) More Effective Support: By understanding individual levels of concern, education leaders can provide more targeted and appropriate support to staff and organizational members. This may include training, additional information, or emotional support to help individuals through their stages of concern.

5) Increased Engagement: Paying attention to and managing the stages of concern can help improve the engagement of staff and organizational members in the change process. By paying appropriate attention to individual concerns, leaders can create an environment where people feel heard and supported in dealing with change. Understanding and managing the stages of concerns can help ensure that changes in education are well received and implemented successfully.

6) Overcoming Barriers: By understanding the stages of concern, education leaders and managers can identify barriers that may arise during the change process and develop strategies to overcome them. This can help reduce resistance to change and increase the likelihood of successful implementation.

7) More Effective Support: By understanding individual levels of concern, education leaders can provide more targeted and appropriate support to staff

and organizational members. This may include providing training, additional information, or emotional support to help individuals through their stages of concern.

8) Increased Engagement: Paying attention to and managing the stages of concern can help improve the engagement of staff and organizational members in the change process. By paying appropriate attention to individual concerns, leaders can create an environment where people feel heard and supported in dealing with change.

9) Understanding and managing the stages of concerns can help ensure that changes in education are well received and implemented successfully while minimizing resistance and negative impacts (Hall & Hord, 2019).

3. Disadvantages Stage of Concern

While understanding the stages of concern can provide valuable insights into managing organizational change, especially in an educational context, there are some disadvantages or challenges to consider:

1) Resistance to Change: Certain stages of concern, such as concerns about personal implications or concerns about technical implementation, can be signs of resistance to change. If these concerns are not addressed appropriately, they can hinder the progress of the desired change.

2) Excessive Focus on Individuals: Too much focus on individual stages of concern can distract from broader organizational aspects that must be considered in planning and implementing change.

- 3) **Difficulty in Managing Different Groups:** In large educational organizations, individuals or groups may simultaneously be at different stages of concern. Managing these differences and ensuring that all concerns are accommodated can be complex and time-consuming.
- 4) **Challenges in Providing Appropriate Support:** Understanding the stages of worry can assist in providing appropriate support to individuals. However, this also requires additional resources such as training or counseling to help individuals move through these stages successfully.
- 5) **Limitations of the Individualistic Approach:** Focusing too much on individual concerns can overlook systemic or structural aspects of change that are also important to address in change management efforts.
- 6) **Difficulties in Assessing Change Progress:** While the stages of concern can guide where an individual or group is in the change process, they do not necessarily provide a clear indication of the overall change progress at the organizational level.

It is important to remember that understanding the stages of concern is a valuable tool in change management. However, this must be combined with a comprehensive and balanced approach to ensure that the entire organization effectively implements and accepts change (Hall & Hord, 2020).

In conclusion, while understanding the stages of concern is a valuable tool for managing organizational change in educational contexts, it has notable limitations that must be addressed. Effective change management requires acknowledging

potential resistance to change, balancing individual and organizational needs, and overcoming challenges related to group diversity and resource allocation for support. Furthermore, an overly individualistic focus can overlook broader systemic issues and complicate efforts to assess overall change progress. Therefore, the stages of concern model should be integrated into a comprehensive and balanced approach that addresses individual and organizational factors to ensure successful implementation and acceptance of change across the organization (Hall & Hord, 2020).

C. Relevant Studies

Relevant studies are needed to compare previous studies to know the insights and shortcomings in the research and are useful in current research. The first previous research Made by Juli Astari, Ni Nyoman Padmadewi, and Ni Luh Putu Eka Sulistia Dewi (2023) from English Language Education, Post-Graduate Program, Ganesha University of Education, Singaraja, Indonesia. This research is entitled "The Implementation Of Assessment In Teaching English In Kurikulum Merdeka." This study examines the implementation of assessment in teaching English in Kurikulum Merdeka at SMK N 3 Sukawati. This research investigates the implementation of formative assessment in teaching English in the Kurikulum Merdeka. This research uses a case study. The subjects of this study were two tenth-grade English teachers who were selected using a purposive sampling technique and also tenth-grade students. Data were collected and analyzed using qualitative

methods. Observation, document analysis, and interviews were used to collect data. This study used the theory of Miles and Huberman (1994). The results showed that teachers had implemented formative assessment quite optimally. Teachers used performance through presentation and role-play for the formative evaluation. In addition, there were also shortcomings when teachers carried out the assessment; namely, teachers did not use the assessment rubric and did not provide feedback on the results of student assessment.

The second previous research by Wenfeng Wang (2014). The study applied the Concerns-Based Adoption Model. It examined the stages of concern and levels of use of the new curriculum for three teachers in a secondary school in Guangdong province. The study's findings suggest that the three teachers hold a favorable view towards the new curriculum, that their concerns are characteristic of three stages: management, personal concerns, and consequence, and that they are implementing the new curriculum mainly at two levels - mechanical use and routine use. Uncertainty about the National Matriculation English Test, lack of teacher training, and inadequate teaching time are the main factors that hinder the implementation of the new curriculum in their classrooms.

The third previous research by Rizky Amalia (2024). The research aimed to investigate the teacher's perspective on implementing the Kurikulum Merdeka in English language subjects and discuss the challenges felt by four English teachers at SMPN 2 Banda Aceh. This research used a qualitative method by interviewing 4 English teachers and one co-head, Kurikulum, and observing four

classrooms. The results of this research showed that there are seven challenges perceived by English teachers, namely, lack of knowledge in administration patterns, differentiated learning styles, creating teaching modules, misinterpretation of the concept of "Merdeka," problems related to the student`s environment, less-motivated of students' learning, and the last is facilities and infrastructure.

The solutions to these challenges are to create a discussion forum with other English teachers, present innovative and creative methods, explore various references, provide regular insight to the students, build cooperation with parents, create an enjoyable environment and involve stakeholders to support facilities and infrastructure. Thus, based on the findings, it appeared that the structural process of activities had been carried out well. However, there were still challenges that required solutions in its implementation to achieve the success of Kurikulum Merdeka.



CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher described all the research methodologies used. It contained information about the research design, setting, participants, data collection, and analysis techniques.

A. Research Design

The method of study used in this research is qualitative. The researcher wants to find out to what extent the English teachers are concerned about implementing kurikulum Merdeka. According to Sugiyono (2013), a qualitative method is an approach that analyzes the phenomenon that happens in the location of interest.

Creswell (2014) stated that qualitative methods can be divided into five groups: ethnography, narrative, phenomenology, grounded theory, and case study. This research used a case study, which involves a deep understanding through multiple types of data sources, and “case studies can be explanatory, exploratory, or describing an event” (Creswell, 2014, p.33). The primary purpose of a case study is to thoroughly understand and interpret individual cases in their unique context and to find information concerning changes and processes. Thus, the qualitative method is the most suitable approach for this research.

B. Research Setting

This research took place at SMAN 1 Aceh Barat, located in Jln. Imam Bonjol, Kec. Johan Pahlawan, Meulaboh, Aceh Barat. Reason for selection. The reason

for choosing this location is because this school is one of the schools that has long implemented the Kurikulum Merdeka. This school is also one of the schools in West Aceh that has been labeled as a sekolah Penggerak because it has met the standards set by the local education office.

C. Population and Sample

1. Population

According to Sugiyono (2013), the population is a generalization area that consists of objects and subjects possessing some qualities and characteristics the researcher determines before studying and then concludes from. The population of this research were three English teachers at SMAN 1 Aceh Barat. The researcher chose this school because it is a school mover, which has more experience and has implemented the Kurikulum Merdeka for a longer period of time. In contrast, other schools have just adopted or have not fully implemented the Kurikulum Merdeka. Therefore, the researcher chose to focus this study exclusively on this school mover.

2. Sample

Creswell (2014) states that samples are a sub-group of the target population that the researcher plans to study for generalization of sampling. In this study, the samples were two (2) participants from 2 English teachers at SMAN 1 Aceh Barat. The sampling technique used in this study was purposive sampling technique. The researcher chose the samples based on this criteria, namely: the senior teachers and civil servant (PNS) teachers at the school with more than 5 years teaching

experiences. And when the researcher intended to conduct the study, the senior teachers did not provide opportunities for the honorary teachers. This was due to the belief that the honorary teachers lacked sufficient experience in mastering the Merdeka Curriculum.

D. Instrument for Data Collection

Gay et al. (2012) said an interview was an activity to investigate a phenomenon or information about a specific issue or topic. The interview was a significant way to check the accuracy of the participants' points and also to explore participants' thoughts. A semi-structured interview was used for this research. As Creswell (2014) mentioned, a semi-structured interview was a part of an interview where the researcher asked new questions to obtain further information from the interviewee. This type of interview may help the researcher to gain deeper information from the participant. Then, the researcher recorded the interview activity to ease the researcher's data analysis. Thus, the researcher used semi-structured interviews.

E. Techniques of Data Collection

Before collecting the data, the researcher asked for permission from the school by obtaining a permission letter from the education faculty. Then, after the administration was finished, the researcher interviewed the English teachers at SMAN 1 Aceh Barat.

The interview took approximately 15-30 minutes since a semi-structured interview would be applied in this research. The researcher will use the recording device to record the process. Each participant will be asked whether they are allowed to be recorded or not. The supervisor has agreed upon the list of questions before it is used. The interview used English, but the researcher also allowed the participants to use Indonesian to help them convey their thoughts, opinions, and ideas. Finally, the audio recordings would transcribed into written form for the analysis.

F. Data Analysis

Data analysis is a process of reducing the data, arranging the data into some systematic forms, and interpreting the data into descriptive conclusions (Gay et al., 2012). This research employed Braun and Clarke's (2013) thematic analysis to analyze the data. Firstly, the researcher transcribed the audio into written data. In transcribing the data, the audio would be repeated several times to transcribe information from the participants correctly. Secondly, the researcher would reduce the data from bias and inappropriate data. Systematically, the data was arranged into categories to be easily analyzed. The further steps would be coding the information, segmenting sentences, and identifying the teacher's professionalism. Then, the steps were followed by organizing the data through descriptive results to answer the research questions. Finally, the last step was to sum up the result in the interpretation of data.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the findings, a series of facts obtained during the research through interviews. The information obtained from this research answers the extent of concern English teachers have about implementing the Kurikulum Merdeka.

A. Findings

This section discusses the findings that answer research questions regarding teachers' understanding of implementing the Kurikulum Merdeka from the perspective of English teachers at SMAN 1 Meulaboh. The data collection process in this study took place over 1 day on November 18, 2024. The research data collection was conducted by interviewing two respondents, and each respondent took about 10-15 minutes to answer the questions. Respondents in this study are referred to as Teacher 1 (T1) and Teacher 2 (T2). The following are the findings obtained from the insights of English teachers regarding Teachers' Understanding of the Implementation of the Kurikulum Merdeka in terms of understanding the elements, strengths, and weaknesses of the Kurikulum Merdeka.

Many teachers feel this curriculum provides space to adapt learning to student needs. Many teachers also feel helped by the freedom to adjust learning materials and methods according to student needs. They can be more creative and innovate in developing fun learning.

Teachers Focus More on Character Development. The Pancasila Learner Profile Strengthening Project (P5) is an opportunity to instill social values, creativity, and independence in students, which many teachers value highly. Learning based on real-life contexts and skills can also be applied directly, making teachers feel more meaningful in guiding students.

1. Teachers' Understanding of Elements of Kurikulum Merdeka

Teachers understand that the Kurikulum Merdeka provides freedom to adapt learning materials and methods to students' needs and potential. Learning is no longer rigid, and teachers can be more creative in designing appropriate learning experiences. Therefore, teachers must also understand the Kurikulum Merdeka elements because understanding the curriculum allows teachers to adapt learning materials and methods to students' needs, interests, and potential. It helps create a more relevant and meaningful learning experience for students.

This statement is in line with the sentence conveyed by the English Teacher (T1) of SMAN 1 Meulaboh, he said:

“The elements in the Kurikulum Merdeka are very helpful for teachers in presenting material to students because this time in the elements of the Kurikulum Merdeka, the teacher is only a facilitator, as a guide, while those who are active here, students, students are given the freedom to express their desires and interests according to their respective abilities.” (T1, Interview 18 November 2024).

The above statement was conveyed in precisely the same way by T2, who elaborated that:

“There are many elements in the Kurikulum Merdeka, one of which is the learning objective, which expects the learning objectives of students to be more skillful, there is also P5 about strengthening student character, then there is flexibility, namely the teacher adjusts learning to the context of students and finally there is an assessment for teacher assessment” (T2 Interview 18 November2024).

In addition to statements about what they understand about elements, they also explained their understanding of learning objectives, which describe the specific learning outcomes that students are expected to achieve after following a course of study included in the elements of a Kurikulum Merdeka.

This statement also agrees with T1 and T2. According to T1:

“Understand the learning objectives here, we must directly help the student's abilities so that if the student center we really know how the student's ability to accept learning is because in Kurikulum Merdeka learning we can do a variety of learning styles both visually, audiovisually, and kinesthetically so that the student's ability, in assessing it we are in accordance with his abilities. “ (T1, Interview 18 November2024).

Similar to T1, T2 also said:

“learning objectives are that we must help students or guide students to achieve learning objectives in accordance with the provisions of the Kurikulum Merdeka.”

So, in conclusion, the teacher understands learning objectives, we have to understand learning objectives and the elements of the Kurikulum Merdeka. We also have to realize about assessment because the teacher understands that the Kurikulum Merdeka can change the assessment system from a summative evaluation, which only looks at the final results, to a more formative and

competency-based assessment, which includes aspects of students' knowledge, skills, and attitudes.

According to the understanding of T1:

“there are three assessments in the Kurikulum Merdeka, there are diagnostic, formative, and summative, so if the teacher enters the class every time he is diagnostic first, then formative, formative tu per assessment is done in when the learning takes place, and summative this is at the end of learning, so these three things are very, support the learning process in the classroom so that the teacher really knows the extent of the student's ability to absorb learning in the classroom. “ (T1, 18 November2024).

While according to T2:

“assessment is to measure student achievement so here what I understand is that we as teachers are obliged to assist students in terms of learning and then we measure the extent to which students have been able to understand our material, measure what I mean here like we make tests, because from there we already know whether students understand or not with the material that you have given.” (T2, 18 November2024).

The last part that is included in the elements is evaluation. Evaluation of this curriculum is also essential to assess how the implemented curriculum successfully achieves learning objectives. This process can help ensure the effectiveness of learning.

This was also conveyed by T1:

“regarding the implementation of this Kurikulum Merdeka in terms of evaluation, it is very supportive even though there are gaps here and there or there are weaknesses but we try to adjust to the school situation with the ability of children as well” (T1, November18, 2024).

Meanwhile, according to T2:

“ The curriculum evaluation process is very important to ensure the effectiveness of learning. We can identify the strengths and weaknesses of students then we see what has gone well and what needs to be improved to feedback from teachers and students ”.

Based on the interview results above, the researcher can conclude that English teachers at SMAN 1 Meulaboh understand the concept of Kurikulum Merdeka Elements well and the objectives of the Kurikulum Merdeka program. Kurikulum Merdeka program.

2. Strengths of Kurikulum Merdeka

In this Kurikulum Merdeka, he also has strengths and weaknesses, and here we will discuss the strengths of the Kurikulum Merdeka. The “strengths” of Kurikulum Merdeka are its positive aspects or advantages compared to the previous curriculum. This strength shows how the Kurikulum Merdeka can provide more significant learning and student development benefits.

According to the understanding of T1, he said:

“The first advantage is that the Merdeka Curriculum is student-centered, in this case the teacher must really make students able to absorb learning according to their abilities, the second advantage is that every learning must use differentiation so that each child is treated differently.” (T1, 18 November, 2024).

While according to the understanding of T2:

“this curriculum mother is much more relaxed learning, yes students

are also much more enjoyable, the curriculum is lighter so that students have time to explore and explore the material” (T2, November 18, 2024).

The strengths of the Kurikulum Merdeka are the factors that make it effective in improving the quality of learning, the relevance of education, and the holistic development of student potential. It aims to make learning more adaptive to individual students' needs and the world's development.

This Kurikulum Merdeka also gives teachers freedom in teaching; teachers are free to be creative according to their abilities. T1 and T2 also conveyed this.

According to T1 :

“Indeed, the implementation of Merdeka Curriculum in this learning, teachers are given the freedom to be creative, teachers can provide learning according to the teacher's capacity.” (T1, 18 November, 2024).

Meanwhile, according to T2:

“In this Kurikulum Merdeka, teachers are given to be very creative in teaching methods and can increase student involvement and motivation by adjusting to Student Interests, Teachers can also use materials that are relevant to students' lives, so they feel more connected.” (T2, November18, 2024).

So far, the Kurikulum Merdeka has benefited teachers by allowing them to apply learning according to their ability because teachers are given freedom. In addition to giving teachers freedom, the Kurikulum Merdeka also supports student character development by providing space for exploration, collaboration, and innovation and instilling social values through contextual and project-based

learning. Thus, students' social skills and creativity can develop optimally.

This is also confirmed by Educators 1 and 2, according to T1:

“In the social and creative aspects, the Kurikulum Merdeka is very supportive, for example, at our school every Saturday there is a P5 (project to strengthen the profile of Pancasila students) so we have an exhibition so here we tell students to be creative, such as in the culinary field, in the fashion field, of various kinds, such as what themes are taken” (T1, November 18, 2024).

According to T2:

“The Kurikulum Merdeka strongly supports the development of students' character in social skills and creativity, especially through P5 activities that involve student cooperation, and also improve students' social skills. The Kurikulum Merdeka also encourages students to interact with the real environment.”

The Kurikulum Merdeka is very helpful for teachers in applying flexible, innovative, and relevant learning while supporting students' character development. Although there are particular challenges in implementation, the curriculum's excellence in improving students' social skills, creativity, and motivation makes it a positive step in Indonesia's education reform.

3. Weaknesses of Kurikulum Merdeka

Although Kurikulum Merdeka has many advantages, some of the shortcomings encountered in its implementation also need to be considered for future improvements. Here are some common deficiencies expressed by T1 and T2. According to T1:

“teachers face difficulties in implementing differentiated learning, which did not exist before. Teachers need to learn gradually to teach

differentiation. Another weakness is the absence of the concept of “not moving up a grade”, which makes students lazy to learn..”(T1,18 November 2024).

According to T2:

” In terms of weaknesses, teachers have to adapt themselves by learning on their own, the demands of preparing independent lesson plans can increase their workload too, and also social activities such as holding exhibitions require a lot of funds, that's just the weakness.” (T2, 18 November 2024).

In addition to the many weaknesses of this independent curriculum, one of its weaknesses is the limited resources, such as teacher training and facilities that affect the implementation of the Kurikulum Merdekain schools, especially in remote schools. It is challenging, but each school is different, as in SMAN1 Meulaboh, said by T1:

“if the training has never been held even though our school is an Kurikulum Merdekaschool, there is no understanding of how it actually works, we only know from social media from webinars, those webinars are what we know about the independent curriculum, while the authorized officials have not been specifically summoned. In terms of facilities at SMAN1, they are adequate.” (T1,18 November 2024).

T2 also said:

"in terms of training, there is none, so most teachers learn by themselves, as for facilities, all teachers try to be adequate." (T2, November18, 2024).

Limited training and facilities significantly affect the implementation of the Independent Curriculum, especially in remote areas. At SMAN 1 Meulaboh,

although the facilities are considered adequate, there has been no formal training, so teachers must work independently to understand this curriculum. This situation highlights the need for more equitable support, both in training and provision of resources, to ensure the optimal implementation of the Kurikulum Merdeka in all schools.

In addition to the limitations of training and facilities, it turns out that teachers also have challenges in implementing the Kurikulum Merdeka areas that have limited infrastructure and educational facilities at SMAN1 Meulaboh, the teachers do not have serious challenges. As said by T1:

"if the challenges are so difficult, there are none, it's just that sometimes there is a lack of support from the students' parents." (T1, 18 November 2024).

Not much different from what was said by T1, T2 also said:

"if the biggest challenge seems to be none, yes, but that's the difficulty, the facilities have to be adequate for the teachers themselves." (T2, 18 November 2024).

According to the interview results, implementing the Kurikulum Merdeka has introduced strengths and challenges to the education system, particularly at SMAN 1 Meulaboh. Teachers have expressed appreciation for its flexibility, enabling them to adapt instructional materials and methods to better align with student's diverse needs and cultivate creativity in the classroom. The curriculum's emphasis on character development and the Pancasila Learner Profile Strengthening Project (P5) supports the growth of students' social values, creativity, and independence. However,

implementing the curriculum has been accompanied by several challenges, particularly in teacher training and resource availability. Teachers have engaged in independent learning to address these challenges; however, lacking formal training and adequate facilities hinders comprehensive implementation, particularly in remote regions. Notwithstanding these challenges, the Kurikulum Merdeka has demonstrated the potential to foster a more student-centered, meaningful, and adaptive learning environment.

B. Discussion

Based on the results of the data presentation, the researcher then analyzed the data that had been obtained. The method used is the qualitative descriptive method. This research emphasizes English teachers' concerns about implementing the Kurikulum Merdeka. This research investigates a research question, "How do English teachers understand the implementation of kurikulum Merdeka?". This research focuses on English teachers' understanding of implementing Kurikulum Merdeka, its effectiveness, and its effect on students' learning outcomes.

The results of this study provide valuable insights into the English teachers' understanding of the implementation of the Kurikulum Merdeka at SMAN 1 Meulaboh. Both T1 and T2 demonstrated a solid understanding of the curriculum's key elements and recognized its flexibility in adapting learning materials and methods to students' needs and potential. Teachers appreciated the shift from traditional, rigid approaches to a more student-centered model where they act as facilitators and

guides, allowing students to engage in learning actively. As Kusumaningtyas and Hariyadi (2022) state, this shift is consistent with the curriculum's emphasis on providing students with the freedom to express their interests and abilities, a perspective echoed in previous studies that emphasize the importance of student-centered learning in fostering deeper engagement and personalized learning experiences. Teachers also understood the importance of learning objectives in the curriculum, particularly in promoting competency-based assessments. These assessments, which include diagnostic, formative, and summative assessments, allow for a more personalized approach to student progress and help teachers design more effective instructional strategies, as noted by several scholars who argue that assessment reforms are crucial to improving educational outcomes (Yuliana, 2023). Furthermore, both educators acknowledged the importance of curriculum evaluation in determining its effectiveness, although they noted that the evaluation process is still a work in progress.

Regarding strengths, the Kurikulum Merdeka was regarded as advantageous in fostering a more enjoyable, student-centered learning environment. T1 underscored the significance of differentiation in teaching to guarantee that each student receives an education commensurate with their abilities. Similarly, T2 underscored the curriculum's capacity to foster a more relaxed and engaging learning environment, enabling students to explore and connect meaningfully with the material. This finding aligns with the recent studies that have indicated that flexible and adaptive curricula enhance student motivation and engagement. Another salient strength of the

curriculum is its emphasis on character development through the Pancasila Learner Profile Strengthening Project (P5). Teachers have lauded the P5's ability to nurture creativity, social skills, and independence, mainly through project-based learning and collaboration. In line with the findings of Arifin and Nurhayati (2022), the curriculum also empowers teachers by offering them the autonomy to innovate and personalize their teaching methods. This finding is consistent with research indicating that teacher autonomy is crucial in enhancing teaching quality. However, both teachers noted that not all educators possess the skills to fully utilize technology or social media tools, which can limit the potential of curriculum flexibility. Other studies have also raised this concern (Lestari & Fajar, 2023).

Despite its strengths, the Kurikulum Merdeka has some weaknesses that must be addressed. Numerous educators have identified a pervasive challenge concerning the dearth of formal training and official support. Teachers at SMAN 1 Meulaboh have not received specific training on implementing the curriculum, relying instead on self-directed learning through social media and webinars. This dearth of structured professional development has hindered educators' ability to comprehensively grasp the curriculum's demands and optimal practices, a finding that aligns with prior research on curriculum implementation. Additionally, teachers have articulated concerns regarding the constraints imposed by limited resources and infrastructure, particularly in remote regions. While SMAN 1 Meulaboh is equipped with adequate facilities, the heterogeneity in support levels across schools poses a significant challenge to the effective implementation of the curriculum. This observation is

consistent with the findings of Wijaya and Supriyanto (2023), who noted a resource discrepancy between urban and rural schools, affecting the equitable implementation of educational reforms. Additionally, teacher 1 expressed concerns about student motivation and behavior, noting that the curriculum's flexibility has led some students to take a more relaxed approach to their studies, believing they can pass without fully engaging. This decline in academic rigor challenges teachers to uphold high standards when students lack motivation.

Although the Kurikulum Merdeka offers several advantages, such as flexible teaching, student-centered learning, and a focus on character development, its implementation presents significant challenges. Teachers at SMAN 1 Meulaboh have a strong understanding of the curriculum's core principles and acknowledge its potential to enhance the learning experience. Nevertheless, the absence of formal training, inadequate resources, and challenges related to student motivation underscore the necessity for more structured support and resources to ensure the curriculum's success. To this end, it is imperative to provide teachers with ample opportunities for professional development, enhance resources and infrastructure, and address the challenges that hinder effective implementation, especially in remote schools. These findings align with previous studies by Kusuma and Yuliana (2023) and Sari (2021), highlighting the need for improved teacher training and resource allocation to optimize curriculum reforms.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and recommendations from the research findings and discussion. The researcher outlines several key conclusions from the research results, followed by suggestions that may be useful for teachers, educational policy makers, future researchers, and readers.

A. Conclusion

Based on the research findings and data analysis, the following conclusions can be drawn to address the research question: “How Do English teachers’ understand the implementation of the kurikulum Merdeka?”.

The objective of this research was to explore English teachers' understanding of the implementation of the Kurikulum Merdeka at SMAN 1 Meulaboh. Utilizing a qualitative descriptive approach, the study revealed that both educators exhibited a robust comprehension of the curriculum's fundamental components, particularly its adaptability and student-centered approach. Teachers appreciated the curriculum's emphasis on personalized learning, competency-based assessments, and the P5 project (P5), which aims to foster student character development. While acknowledging the curriculum's strengths, such as its promotion of creativity and its provision of teacher autonomy, the study identified challenges related to limited training, resources, and student motivation. The absence of formal training and infrastructure, particularly in remote regions, impeded the curriculum's full

potential. In conclusion, while the Kurikulum Merdeka offers significant benefits, there is a need for more structured support, professional development, and resources to address its weaknesses and ensure effective implementation across schools.

B. Suggestion

Drawing from the results of this study, the researcher seeks to offer suggestions for educators, education policymakers, and future researchers.

1. For Teachers

It is recommended that educators prioritize the effective implementation of the Kurikulum Merdeka, with a focus on enhancing their motivation and competencies, particularly in comprehending the administrative components and teaching methodologies associated with the curriculum. Teachers should endeavor to recognize and address their students' varying learning styles and needs, allowing them to overcome any challenges encountered during the curriculum's implementation. By refining their pedagogical expertise and teaching strategies, educators can foster a more dynamic and successful learning environment for their students.

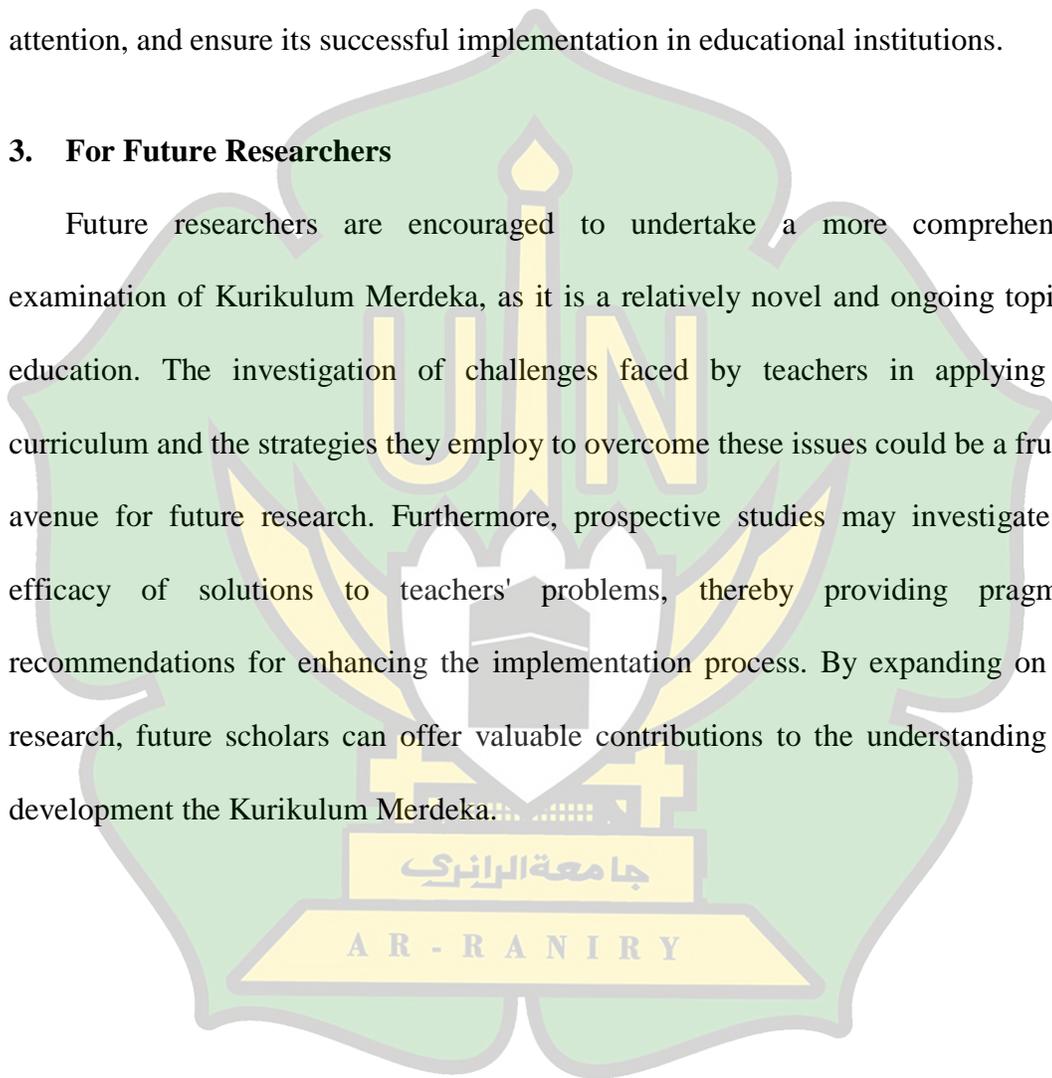
2. For Education Policymakers

Policymakers must furnish explicit, systematic guidelines and precise instructions on implementing the Kurikulum Merdeka. This will facilitate teachers' comprehension and practical application of the curriculum. To this end, policymakers must organize targeted training programs with experts to provide teachers with the

necessary insights and support to improve their understanding and competence. In addition, policymakers must implement regular monitoring and evaluation mechanisms to assess the effectiveness of the curriculum, identify areas that require attention, and ensure its successful implementation in educational institutions.

3. For Future Researchers

Future researchers are encouraged to undertake a more comprehensive examination of Kurikulum Merdeka, as it is a relatively novel and ongoing topic in education. The investigation of challenges faced by teachers in applying the curriculum and the strategies they employ to overcome these issues could be a fruitful avenue for future research. Furthermore, prospective studies may investigate the efficacy of solutions to teachers' problems, thereby providing pragmatic recommendations for enhancing the implementation process. By expanding on this research, future scholars can offer valuable contributions to the understanding and development the Kurikulum Merdeka.



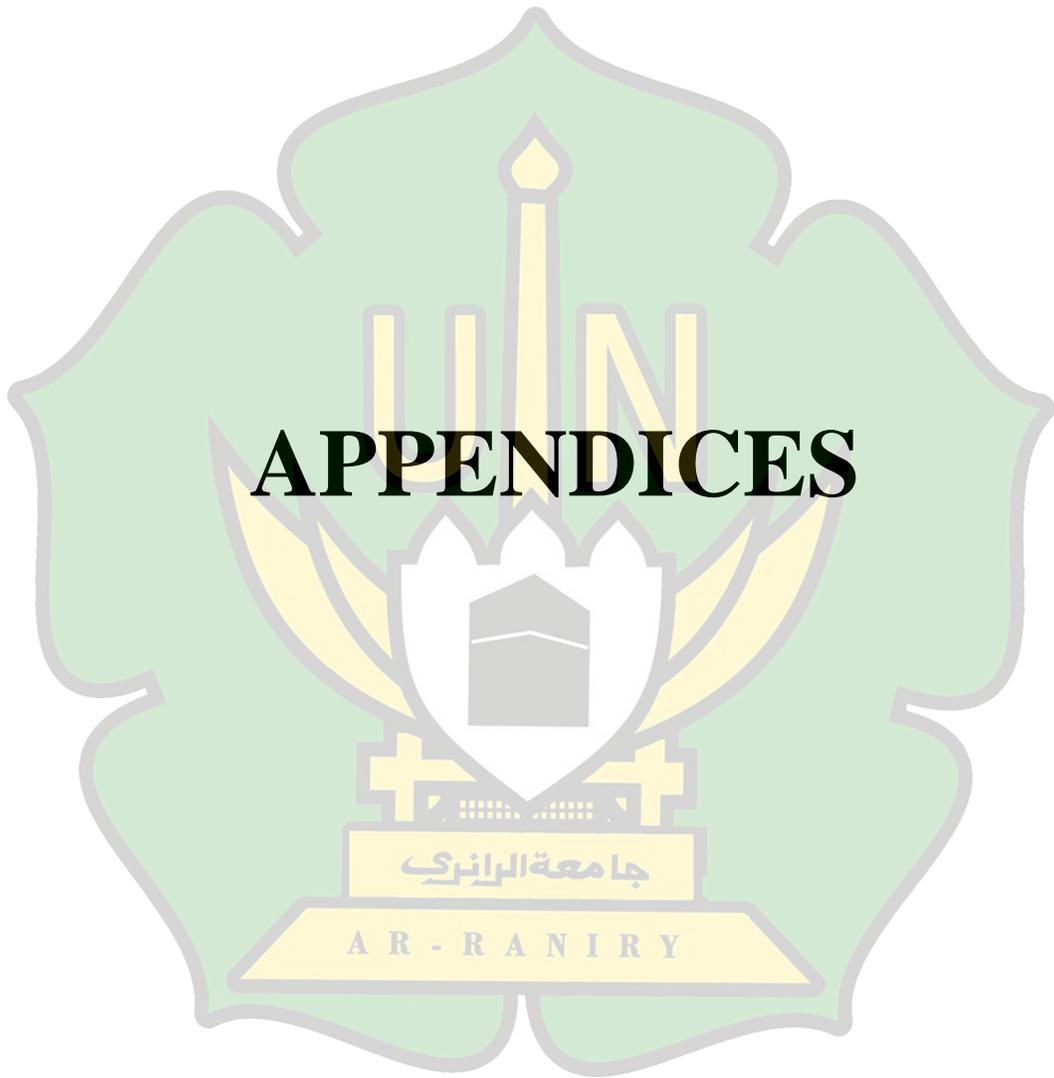
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Appendix 1. List of Questions (Interview Instrument)

Assalamualaikum wr.wb..Hello dear participants. Thank you for being my participant in this research. My name is Indah Rizka Darmanda, I am a student from in English Education class 2019. I am doing research for my thesis. The title of my thesis is “ Stage of concern of English Teacher to the Implementation kurikulum Merdeka ”. I need your help to be a participant in collecting my research data to complete my thesis. I have many questions for you. These questions are related to your experience in your understanding of implementing the Kurikulum Merdeka.

1. Apa yang Ibu Pahami yang berkaitan dengan element element yang ada didalam kurikulum merdeka ?
2. Apa yang Ibu Pahami Ibu *Learning Objectives* Dalam Kurikulum Merdeka ?
3. Apa yang Ibu Pahami tentang proses penilaian (*Assessment*) apakah dapat membantu mengukur pencapaian siswa terhadap tujuan pembelajaran?
4. Bagaimana Pemahaman Ibu tentang proses evaluasi kurikulum apakah dapat membantu memastikan efektivitas pembelajaran?
5. Menurut Ibu apa Kelebihan dari Kurikulum Merdeka ?
6. Bagaimana kebebasan bagi guru untuk berkreasi dalam metode pengajaran dapat meningkatkan keterlibatan dan motivasi siswa dalam proses pembelajaran?
7. Bagaimana Kurikulum Merdeka mendukung pengembangan karakter siswa, khususnya dalam aspek keterampilan sosial dan kreativitas?
8. Menurut Ibu apa kelemahan dari Kurikulum Merdeka ?
9. Menurut Ibu, bagaimana keterbatasan sumber daya seperti pelatihan guru dan fasilitas mempengaruhi penerapan Kurikulum Merdeka di sekolah Anda?
10. Apa tantangan terbesar bagi Ibu dalam menerapkan Kurikulum Merdeka di daerah yang memiliki keterbatasan infrastruktur dan fasilitas pendidikan?

Appendix 2. Decree Administration



KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH NOMOR : 602 TAHUN 2024

TENTANG: PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :

- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
- bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
- bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat :

- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
- Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
- Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
- Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
- Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
- Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
- Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
- Keputusan Menteri Keuangan Nomor 293/Krnk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
- Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-3426/Un.08/FTK/Kp 07 6/05/2024

KEDUA : Menunjuk Saudara

Siti Khasinah, S.Ag., M.Pd

Untuk membimbing Skripsi

Nama : **Indah Rizka Darmanda**

NIM : **190203053**

Program Studi : **Pendidikan Bahasa Inggris**

Judul Skripsi : **Stage of Concern of English Teacher to Implement Curriculum Merdeka Belajar**

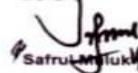
KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.

KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024.

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan.

KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 14 November 2024
Dekan :


Safrudin M. Lukh

Tembusan

- Sekjen Kementerian Agama RI di Jakarta;
- Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
- Rektor UIN Ar-Raniry di Banda Aceh;
- Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
- Yang bersangkutan;
- Asip



Appendix 3. Research Permit From University Administration



Penelitian Ilmiah Mahasiswa

**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-9746/Un.08/FTK.1/TL.00/11/2024

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Aceh Barat
2. Kepala SMA 1 Meulaboh
3. Kepala SMA 2 Meulaboh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : Indah Rizka Darmanda / 190203053
Semester/Jurusan : XI / Pendidikan Bahasa Inggris
Alamat sekarang : Kopelma Darussalam, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **Stage of Concern of English Teacher to Implementasi Merdeka kurikulum.**

Banda Aceh, 11 November 2024

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Habiburrahim, S.Ag., M.Com., Ph.D.
NIP. 197208062003121002

Berlaku sampai : 31 Desember 2024

Appendix 4. Research Permit From Dinas Pendidikan Aceh Barat

**PEMERINTAH ACEH**
DINAS PENDIDIKAN
CABANG DINAS WILAYAH KABUPATEN ACEH BARAT
Jalan Bakti Pemuda, GIP. Lapang Meulaboh - Aceh Barat Kode Pos 23618
Telepon/Faksimil (0655) 7552848 Email : cabdinacehbarat@gmail.com

SURAT IZIN PENELITIAN
Nomor : 421.3/S.1/2416/2024

Yang bertanda tangan dibawah ini :

Nama : **ABD AZIZ, SH., M.SI**
NIP : 19750505 200012 1 001
Pangkat/Gol. : Pembina/ IVa
Jabatan : Kepala Cabang Dinas Pendidikan Wilayah Kab. Aceh Barat

Sesuai dengan Surat Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor: B-9746/Un.08/FTK.1/TL.00/11/2024, Tanggal 11 November 2024 Perihal Permohonan Izin Penelitian, dengan ini memberikan Izin kepada :

Nama : **INDAH RIZKA DARMANDA/190203053**
Semester/Jurusa : XI/Pendidikan Bahasa Inggris

Untuk mengumpulkan data pada SMA Negeri 1 Meulaboh dan SMA Negeri 2 Meulaboh dalam rangka penyusunan Skripsi yang berjudul **"Stage Of Concern Of English Teacher to Implementasi Merdeka Kurikulum"**

Demikian surat izin ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Meulaboh, 19 November 2024
Kepala Cabang Dinas Pendidikan
Wilayah Kabupaten Aceh Barat,


Abd Aziz, SH., M.Si
Pembina
NIP. 197505052000121001



 Dinas Pendidikan Aceh  @dinaspendidikanaceh  @disdikacehprov

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), BSSN

Appendix 5. Research Finished Administration From School



PEMERINTAH ACEH
DINAS PENDIDIKAN

SMA NEGERI 1 MEULABOH
Jl. Imam Bonjol No. 01 Meulaboh - Aceh Barat Kode Pos 23617
Telp/Fax (0655) 7551436 Email : sman1meulaboh@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor : 070/708/2024

Kepala SMA Negeri 1 Meulaboh Kabupaten Aceh Barat Provinsi Aceh, dengan ini Menerangkan bahwa:

Nama : Indah Rizka Darmanda
NIM : 190203053
Prodi : Pendidikan Bahasa Inggris
Perguruan Tinggi : Universitas Islam Negeri Ar-Raniry banda Aceh

Benar yang tersebut namanya di atas telah melaksanakan Penelitian pada SMA Negeri 1 Meulaboh.

Berdasarkan kurikulum Universitas Islam Negeri Ar-Raniry banda Aceh, bahwa setiap mahasiswa yang akan menyelesaikan Pendidikan diwajibkan membuat tugas akhir dalam bentuk Skripsi, dengan surat edaran : B-9746/Un.08/FTK.1/TL.00/11/2024.

Demikian Surat keterangan ini diberikan untuk dapat dipergunakan seperlunya.

Meulaboh, 20 November 2024
Kepala Sekolah,

Kamarisal, S.Pd., M.Si
NIP 19720801 199707 1 001

جامعة الرانيري

AR - RANIRY

Apendix 6. Transcript of Interviews

Partisipant 1 (T1)

1. Apa yang Ibu Pahami yang berkaitan dengan element element yang ada didalam kurikulum merdeka ?

Jawaban: setau ibu,element yang ada didalam kurikulum merdeka itu sangat membantu guru dalam menyajikan materi kepada siswa karena kali ini dalam element element kurikulum merdeka itu guru hanya sebagai fasilitator, sebagai pembimbing saja ,sedangkan yang bergerak aktif disini, siswa ,siswa diberi kebebasan untuk mengungkapkan keinginan dia minat dia sesuai dengan kemampuan dia masing masing.

2. Apa yang Ibu Pahami Ibu *Learning Objectives* Dalam Kurikulum Merdeka ?

Jawaban: yang ibu pahami learning objektif disini kita harus membantu langsung kemampuan siswa tersebut jadi kalau student center kita memang tahu betul semana kemampuan siswa itu dalam menerima pembelajaran karena dalam pembelajaran kurikulum merdeka kita bisa melakukan berbagai macam gaya pembelajaran baik secara visual,audiovisual,maupun kinesthetic jadi kemampuan siswa itu, dalam menilainya kita sesuai dengan kemampuan dia ,kita tidak bisa membuat penilaian itu sama semua terhadap anak anak karena semua siswa itu memiliki kemampuandan pemahaman masing masing dalam menyerap pembelajaran yang kita berikan.

3. Apa yang Ibu Pahami tentang proses penilaian (*Assessment*) apakah dapat membantu mengukur pencapaian siswa terhadap tujuan pembelajaran?

Jawaban: penilaian dalam kurikulum merdeka itu ada 3, ada diagnostic,ada formatif ,dan sumatif, jadi kalau guru setiap masuk dalam kelas itu dia diagnostic dulu, diagnostic itu kita harus menilai awal jadi kemampuan siswa awal tu bagaimana ,semana mampu mereka dalam pembelajaran bahasa inggris,,kemudian formatif, formatif tu per assessment dilakukan dalam ketika pembelajaran itu berlangsung,jadi misalnya kita kasih ulangan atau dalam bahasa

inggris itu ada speakingna kita tes dalam speaking dan juga ada sumatifnya ,sumatif ni diakhir pembelajaran ,jadi ketiga hal ini sangat, mendukung proses pembelajaran dalam kelas jadi guru itu sangat tahu betul sejauh mana kemampuan siswa dalam menyerap pembelajaran dalam kelas.

4. Bagaimana Pemahaman Ibu tentang proses evaluasi kurikulum apakah dapat membantu memastikan efektivitas pembelajaran?

Jawaban: mengenai pemberlakuan kurikulum merdeka ini dalam segi evaluasi, sangat mendukung walaupun sana sini ada ketimpangan atau ada kelemahannya tapi kita berusaha untuk menyesuaikan dengan keadaan sekolah dengan kemampuan anak juga.

5. Menurut Ibu apa Kelebihan dari Kurikulum Merdeka ?

Jawaban: yang pertama kurikulum merdeka ini sudah diteliti oleh para ahli pendidikan apa kelemahan dan kelebihannya ,kelebihannya yang pertama kurikulum merdeka ini berpusat pada siswa,jadi sesuai dengan apa yang diajukan oleh ki hajar dewantara bahwa guru itu harus menghambat pada siswa , dalam hal ini bukan menghambas secara negative tapi maksudnya guru itu harus benar benar buat siswa itu harus mampu untuk menyerap pembelajaran sesuai dengan kemampuan dia, jadi segala cara dilakukan oleh guru supaya siswa itu betul betul aktif dalam pembelajaran,kelebihan yang kedua,jadi setiap pembelajaran itu harus menggunakan disferensiasi ,jadi setiap anak itu diperlakukan berbeda penanganannya

6. Bagaimana kebebasan bagi guru untuk berkreasi dalam metode pengajaran dapat meningkatkan keterlibatan dan motivasi siswa dalam proses pembelajaran?

Jawaban: memang pengaplikasian kurikulum merdeka didalam pembelajaran ini memang guru dikasih kebebasan semampu guru bisa berkreasi cuman kadang kadang guru itu terkendala dengan tidak semua guru itu memiliki kemampuan dalam menggunakan sosial media itu yang pertama ,lalu yang kedua kemudian penggunaan sosial media bawa hp kesekolah itu disalah gunakan oleh anak anak ,kemudian, tingkat kemampuan anak itu mereka tidak termotivasi untuk belajar.

7. Bagaimana Kurikulum Merdeka mendukung pengembangan karakter siswa, khususnya dalam aspek keterampilan sosial dan kreativitas?

Jawaban: kalau dalam aspek sosial dan kreativitas kurikulum merdeka ini sangat mendukung yaa contoh nya disekolah kita setiap hari sabtu itu ada P5 (project penguatan profil pelajar pancasila) jadi kita ada membuat seperti pameran jadi disini kita menyuruh siswa berkreasi seperti ada dibidang kuliner,ada dibidang fashion, macam macam lah seperti tema apa yang diambil.

8. Menurut Ibu apa kelemahan dari Kurikulum Merdeka ?

Jawaban: karena baru diberlakukan kurikulum merdeka ini jadi guru kewalahan bagaimana cara mengidentifikasi differensiasi itu karena selama ini kan tidak ada seperti itu tapi dengan adanya kurikulum merdeka ini tahap demi tahap guru itu harus belajar bagaimana memberi pelajaran secara differensiasi,selain itu kelemahannya dari kurikulum merdeka ini karena sebagian besar guru sekolah menggunakan alat komunikasi atau media hp jadi anak anak itu tidak punya etika lagi terhadap guru karena mereka apa apa pakek hp jadi guru itu kurang dihormati,terus juga kelemahannya dalam kurikulum merdeka ini tidak ada istilah anak tidak naik kelas apa apa harus dilakukan oleh guru supaya anak itu naik kelas, apakah harus mengandalkan remedial,atau pengayaan bagi anak yang kemampuannya lebih dikasih pengayaan kalau anak yang kelemahan nya kurang dikasih remedial,tapi dari segi ini , siswa memanfaatkan celah kelemahan kurikulum merdeka ini,mereka tidak ada belajar lagi itu, pada saat ujian mereka biasa saja,kemudian pada saat ditanya kenapa tidak belajar jawabannya “ alah malas buk kan tetap naik kelas juga “ nah disini lah membuat kami guru ini tidak adalagi rasanya dihargai,karena mereka merasa “belajar tidak belajar bolos tidak bolos tetap naik kelas “ nah itu juga salah satu kelemahan dari kurikulum merdeka, yang kadang kadang tidak bisa kami mengerti secara lebih mendalam.

9. Menurut Ibu, bagaimana keterbatasan sumber daya seperti pelatihan guru dan fasilitas mempengaruhi penerapan Kurikulum Merdeka di sekolah Anda?

Jawaban: kalau pelatihan sebenarnya memang belum pernah diadakan walaupun sekolah kami sekolah kurikulum merdeka belum ada pemahaman bagaimana sebenarnya tidak ada cuman kami tahunya dari sosial media dari webinar webinar itu yang kami tahu mengenai kurikulum merdeka sedangkan dari pejabat yang berwenang belum ada dipanggil secara khusus. Kalau dari segi fasilitas di SMAN1 sudah memadai.

10. Apa tantangan terbesar bagi Ibu dalam menerapkan Kurikulum Merdeka di daerah yang memiliki keterbatasan infrastruktur dan fasilitas pendidikan?

Jawaban: kalau tantangan yang begitu susah itu tidak ada, cuman kadang kurangnya dukungan dari orangtua siswa.

Partisipant 2 (T2)

1. Apa yang Ibu Pahami yang berkaitan dengan element element yang ada didalam kurikulum merdeka ?

Jawaban: yang ibu pahami tentang element yang ada didalam kurikulum merdeka itu ada sangat banyak yaa salah satunya ada learning objective yaitu mengharapkan tujuan mempelajari siswa agar lebih terampil, ada P5 juga tentang penguatan karakter siswa lalu ada Fleksibilitas yaitu Guru menyesuaikan pembelajaran dengan konteks siswa dan terakhir ada assessment untuk penilaian guru

2. Apa yang Ibu Pahami Ibu Learning Objectives Dalam Kurikulum Merdeka ?

Jawaban: yang ibu pahami tentang learning objectives ini itu adalah kita harus membantu siswa atau membimbing siswa untuk mencapai tujuan pembelajaran sesuai dengan ketentuan kurikulum merdeka.

3. Apa yang Ibu Pahami tentang proses penilaian (Assessment) apakah dapat membantu mengukur pencapaian siswa terhadap tujuan pembelajaran?

Jawaban: assessment itu untuk mengukur pencapaian siswa jadi disini yang ibu pahami kita sebagai guru wajib mendampingi siswa dalam hal pembelajaran lalu

kita ukur sudah sejauh mana siswa itu sudah mampu memahami materi kita ,ukur yang itu maksud disini seperti kita membuat ulangan , karena dari situ kita sudah tahu apakah siswa paham atau tidak dengan materi yang sudah itu berikan.

4. Bagaimana Pemahaman Ibu tentang proses evaluasi kurikulum apakah dapat membantu memastikan efektivitas pembelajaran?

Jawaban: Proses evaluasi kurikulum sangat penting untuk memastikan efektivitas pembelajaran.kita bisa Mengidentifikasi Kelebihan dan Kekurangan siswa lalu kita lihat apa yang sudah berjalan baik dan apa yang perlu diperbaiki hingga umpan balik dari guru dan siswa.

5. Menurut Ibu apa Kelebihan dari Kurikulum Merdeka ?

Jawaban: menurut ibu kurikulum ini jauh lebih santai belajarnya ya siswa juga jauh lebih enjoy ,Kurikulumnya lebih ringan sehingga siswa memiliki waktu untuk eksplorasi dan mendalami materi.

6. Bagaimana kebebasan bagi guru untuk berkreasi dalam metode pengajaran dapat meningkatkan keterlibatan dan motivasi siswa dalam proses pembelajaran?

Jawaban: dalam kurikulum merdeka ini guru sangat diberi untuk berkreasi dalam metode pengajaran dan dapat meningkatkan keterlibatan dan motivasi siswa dengan menyesuaikan dengan Minat Siswa, Guru juga dapat menggunakan materi yang relevan dengan kehidupan siswa, sehingga mereka merasa lebih terhubung.

7. Bagaimana Kurikulum Merdeka mendukung pengembangan karakter siswa, khususnya dalam aspek keterampilan sosial dan kreativitas?

Jawaban: Kurikulum Merdeka sangat mendukung pengembangan karakter siswa dalam keterampilan sosial dan kreativitas yaa apalagi melalui kegiatan P5 yang melibatkan kerja sama siswa ,dan juga meningkatkan keterampilan sosial siswa. Kurikulum Merdeka ini juga mendorong siswa untuk berinteraksi dengan lingkungan nyata.

8. Menurut Ibu apa kelemahan dari Kurikulum Merdeka ?

Jawaban: kalau dari segi kelemahan sepertinya di awal awal susah beradaptasi

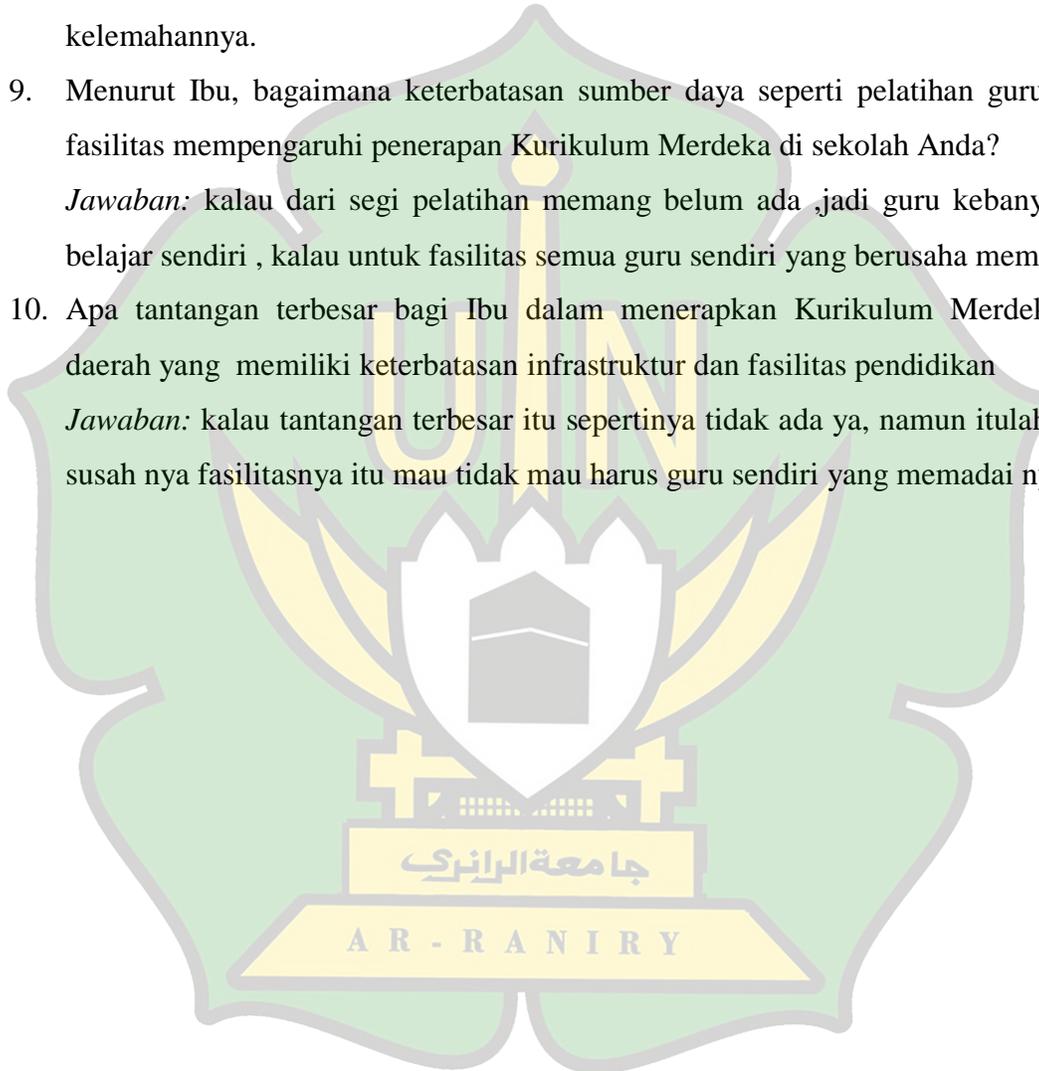
yaa apalagi dengan tidak adanya pelatihan khusus , terus juga guru harus beradaptasi sendiri dengan cara belajar sendiri , Tuntutan menyusun rencana pembelajaran mandiri bisa menambah beban kerjajuga ,terus juga kegiatan kegiatan sosial yang seperti mengadakan pameran butuh banyak dana itu saja sih kelemahannya.

9. Menurut Ibu, bagaimana keterbatasan sumber daya seperti pelatihan guru dan fasilitas mempengaruhi penerapan Kurikulum Merdeka di sekolah Anda?

Jawaban: kalau dari segi pelatihan memang belum ada ,jadi guru kebanyakan belajar sendiri , kalau untuk fasilitas semua guru sendiri yang berusaha memadai.

10. Apa tantangan terbesar bagi Ibu dalam menerapkan Kurikulum Merdeka di daerah yang memiliki keterbatasan infrastruktur dan fasilitas pendidikan

Jawaban: kalau tantangan terbesar itu sepertinya tidak ada ya, namun itulah tadi susah nya fasilitasnya itu mau tidak mau harus guru sendiri yang memadai nya.



Appendix 7. Interview Documentation



Appendix 8. *Autobography*

AUTOBIOGRAPHY

1. Personal Information

Name : Indah Rizka Darmanda
Place/Date of Birth : Meulaboh/ 06 August, 2001
Sex : Female
Nationality : Indonesia
Address : Lapang , Kec. Johan Pahlawan, Kab. Aceh Barat, Aceh
Marital Status : Single
Contact Number : 082299889161
E-mail : 190203053@student.ar-raniry.ac.id

2. Parents

a. Father : H. Burman, S.Pd
Occupation : Civil Servant
Address : Lapang , Kec. Johan Pahlawan, Kab. Aceh Barat, Aceh

b. Mother : Hj. Salmidar
Occupation : Retired civil Servant
Address : Lapang , Kec. Johan Pahlawan, Kab. Aceh Barat, Aceh

3. Background of Education

2007-2013 : MIN Drien Rampak
2013-2016 : SMPN 3 Meulaboh
2016-2019 : MAN 1 Aceh Barat
2019-Current : UIN Ar-Raniry Banda Aceh