

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

In this chapter, the researcher presents the data analysis and discussion to answer the research questions which have been collected from the interview, questionnaire, and documentation. The important points of this chapter are to analyze the teachers' perception on the adoption of Merdeka curriculum in teaching and learning English at MTs Muhammadiyah 02 Pekanbaru.

Perception in The Indonesian Dictionary (KBBI) means a direct response (reception) of something or also means the process of someone knowing some things through their five senses. According to Asrori (2009), the definition of perception is the process of an individual in interpreting, organizing, and giving meaning to stimuli originating from the environment where the individual is located, which comes from the learning process and experience. By implementing this new curriculum, the researcher aimed to know the English teaching perception of the adoption of Merdeka curriculum in English teaching process. There are six indicators of English teachers perception; knowledge, readiness, differences, pedagogic, difficulties, behavior, and change.

1. The English Teachers' Perception on the Adoption of Merdeka Curriculum

The data takes from questionnaire by teacher 1 and teacher 2, found that:

1. Teachers Perception and Understanding of the Merdeka Curriculum

Table IV.1
Teacher Questionnaire Answer (1-15)

NO	Teacher 1	Teacher 2
1	3	3
2	4	3
3	1	2
4	3	3
5	1	2
6	2	3
7	1	3
8	3	2
9	1	2
10	1	3
11	4	3
12	4	3
13	4	3
14	1	2
15	1	2

It can be concluded that the results of the additional questionnaire regarding the percentage of teachers regarding the Merdeka curriculum are that their curriculum can improve language learning, in the views of the two teachers are slightly different. Teacher 1 is more vocal that the independent curriculum can provide better learning outcomes, such as developing students' interests, talents and abilities, while teacher 2 answered more neutrally because the independent curriculum has not been implemented in his class.

2. English teachers' perception on the Adoption of Merdeka Curriculum

Table IV.2
Teacher Questionnaire Answer (16-25)

NO	Teacher 1	Teacher 2
16	4	3
17	4	3
18	3	3
19	1	2
20	1	2
21	3	1
22	2	1
23	4	3
24	3	1
25	3	1

Based on the results of the answers from the two teachers above, it can be seen that the two teachers have different opinions about the adaption of Merdeka curriculum that in the implementation of the independent curriculum in the classroom, teachers teach learning according to students' interests so that they can find out the potential interests, talents, and abilities of students. Although in finding references for implementing the curriculum is limited.

3. English teachers' perception of difficulties in adoption the Merdeka curriculum.

Table IV.3
Teacher Questionnaire Answer (25-30)

NO	Teacher 1	Teacher 2
26	3	2
27	4	2
28	2	2
29	2	2
30	3	2

Based on the results of the answers from the two teachers above, it can be seen that the teachers have more difficulty developing teaching materials and taking more time to understand the material because, as explained in chapter one, teachers are not given training so they need more time to implement learning in accordance with the independent curriculum.

2. The Difficulties Faced by Teacher in Adoption The Merdeka Curriculum

a. Teacher knowledge

1) Teacher knowledge of Merdeka curriculum

In this study, not all teachers understood the Merdeka curriculum because the Merdeka curriculum had not been implemented in every class. In addition, that teacher understanding was only limited to the basic principles of the Merdeka curriculum. Then they said that the Merdeka Curriculum made teachers freer to develop materials according to student characteristics and also students are freer to express themselves. The teacher's description can be seen as follows:

Teacher 1: "Merdeka curriculum is a curriculum where teachers are free to develop materials and children are also free to express themselves".

Teacher 2: "a curriculum that emphasizes teacher freedom in developing teaching materials according to the characteristics of students".



The Merdeka curriculum gives freedom and makes it easier for educators to apply deeper learning, in accordance with the needs of students, and focus on strengthening character. And the principles of Merdeka curriculum they focus on essential content, character development and more flexible.

The concept of Merdeka learning basically aims to make students, parents and the community ready to face various conditions in the future (Permanasari, 2022).

2) Teacher knowledge of the purpose of Merdeka curriculum.

Both teachers expressed the same opinion where they said that the purpose of the Merdeka curriculum is more contextual.

The teacher's description can be seen as follows:

Teacher 1: "If the Merdeka curriculum has more contextual learning objectives, which are useful for society and exist in the real world".

Teacher 2: "The goal of the Merdeka curriculum is to realize holistic and contextual student".

The Merdeka curriculum has several main objectives that from the basis for changes in education in Indonesia; one of the main objectives of the Merdeka curriculum is to increase the relevance of the curriculum to the needs of students and local. Another goal of the Merdeka Curriculum is to improve the quality of education in Indonesia. By giving schools autonomy to design their own curriculum, it is hoped that education can



focus more on developing student competencies. The Merdeka Curriculum also aims to improve teachers' ability to design and implement the curriculum. By giving teachers a more active role in this process, it is hoped that they will become more effective educational leaders. Then by giving schools the freedom to design the curriculum, the Merdeka Curriculum is also expected to encourage innovation in education. Schools can create more creative, interesting, and effective learning approaches.

b. Teacher readiness

1) Teacher planning

In preparing teachers to implement the Merdeka curriculum, according to one teacher, it is more about the basic principles of the Merdeka curriculum. As described below:

Teacher 1: "The preparation is more about preparing materials and choosing the right strategy for each type of student".

Teacher 2: "Before preparing and implementing it, teachers must understand the basic principles of the Merdeka learning curriculum, such as independence and collaboration".

A teacher planning or teaching plan is a document that outlines the structure and details of a single session. A good teaching plan is a comprehensive write-up of the step-by-step teaching methods, the estimated duration of each segment of teaching, and the materials and resources needed for the session. A teaching plan also includes the key questions that reveal



misinformation or larger misconceptions about the topic, the questions that will generate discussions or analyses, the predicted answers a professor could provide, and possible contingency plans when tangential questions or conversations arise.

2) Teacher adoption

As is known, the curriculum has been established for more than a year, then the two teachers expressed their readiness to implement the Merdeka curriculum, although not completely, because it has been policies from the government.

Teacher 1: “The readiness is around 60% because teachers have not had any special training for implementing the Merdeka curriculum, for private teachers”.

Teacher 2: “yes”.

A teaching plan is a document that outlines the structure and details of a single session. A good teaching plan is a comprehensive write-up of the step-by-step teaching methods, the estimated duration of each segment of teaching, and the materials and resources needed for the session. A teaching plan also includes the key questions that reveal misinformation or larger misconceptions about the topic, the questions that will generate discussions or analyses, the predicted answers a professor could provide, and possible contingency plans when tangential questions or conversations arise.



3) Teacher assessment

In learning evaluation, teachers conduct evaluations together with students and teachers in summative form.

Teacher 1: “Yes, there is, in the learning process and final assessment to measure the achievement of CP and ATP in summative form”.

Teacher 2: “yes”

Teacher Assessment refers to the process of evaluating prospective teachers based on defined standards and criteria to ensure the quality of their teaching abilities. It plays a crucial role in shaping students' learning experiences and requires the development of effective strategies to enhance the quality of assessments in teacher education.

Teacher assessment literacy has been recognized as a key component of effective teaching and learning, research has continued to point out how teachers demonstrate low levels of assessment literacy and tend to perceive themselves as not confident in assessing student learning (DeLuca and Bellara, 2013; Poskitt, 2014; Stiggins, 2017).

c. The Differences between the previous curriculum and Merdeka curriculum.

The two teachers have a little similar opinion on the Merdeka curriculum and the 2013 curriculum. According to one of them, the Merdeka curriculum places more emphasis on flexibility and freedom



in compiling the school-level curriculum, whereas in the 2013 curriculum, learning uses more thematic approach.

Teacher 1: “The difference is that in the Merdeka curriculum, children are more practical, and in the 2013 curriculum, learning is more thematic”.

Teacher 2: “The Merdeka curriculum emphasizes flexibility and freedom in compiling the school-level curriculum, while the 2013 curriculum adopts a thematic approach”.

In the 2013 curriculum, differentiated learning has not been implemented as a learning strategy or method. However, in the Merdeka Curriculum, a different strategy is required in assessment. In the 2013 Curriculum, assessment or assessment is divided into three, namely attitude, knowledge, and psychomotor values. Each aspect of the assessment is assessed separately. However, in the Merdeka Curriculum, assessments are integrated into one value that includes these three aspects. That is, the assessment no longer separates attitude, knowledge, and psychomotor values, but combines them into one overall value.

d. Pedagogical Practices

1. Instructional strategies

The learning approach is a conceptual framework or teacher's perspective in carrying out the learning process. And teacher has differences of opinion;



Teacher 1: “The strategies are like group work, PBL, PBP, INQUIRY and others”.

Teacher 2: “differentiation approach”.

The approach to learning English in the Merdeka Curriculum uses a differentiation approach and a learning model based on contextual and constructivism. In addition, learning English in the Merdeka Curriculum also utilizes digital technology, and the teaching approach uses group work, PBL, PBP, inquiry, which are included in the differentiation approach.

- e. The difficulties during the preparation of the lesson plan for Merdeka curriculum.

In the difficulties faced by teachers in preparing this lesson plan, one teacher did not answer because he did not teach using the Merdeka curriculum, while according to the opinion of other teachers, said that the difficulties faced were in the large number of teaching materials prepared. As described below:

Teacher 1: “Yes, there are many teaching materials to collect, even though there is only one lesson plan, the teacher must prepare more teaching materials”.

Teacher 2: -

Teachers are faced difficulties when preparing lesson planning, namely when analyzing the Learning Outcomes to be achieved by students because they are made per phase, then formulating them in the form of Learning Objectives (TP) and breast feeding them in the form



of Learning Objectives Flow (ATP). Not only that, teachers who cannot use technology well will have difficulty in making lesson plans.

f. Teacher Behavior

1. Teachers step used

All teachers apply learning according to students' learning styles, although not completely. Like the answers of the two teachers described below.

Teacher 1: “Yes, learning styles are applied as much as 50%, because of the difficulty of too many students in the classroom, and the teacher's skills are still lacking from what is desired”.

Teacher 2: “yes”

In general, learning style is an overall pattern that gives direction to learning and teaching. Learning style can also be described as a set of factors, behaviors, and attitudes that facilitate learning for an individual in a particular situation, such as kinesthetic, visual, auditory and other learning styles. The application of learning based on student learning styles is an effort by teachers to adjust teaching methods with students' needs. The goal is to create an inclusive and effective learning environment.

g. Learning outcomes change.

On improving student learning outcomes, after implementing the Merdeka curriculum teachers assume that it does provide a little change because it is constrained so that it is not too involved in the changes, it's just that now students seem braver in expressing their abilities.



Teacher 1: “there is a little change, because there are many obstacles so the changes are less visible. However, for now the children are more courageous to express their abilities”.

Teacher 2: “not yet known”

Learning outcomes are measurable statements that articulate at the outset what students should know, be able to do, or be valued for as a result of taking a course or completing a program (also called Flipped Course Design). In the Learning and Assessment Guidelines, Learning Outcomes (CP) that are learning competencies that students must achieve at each phase, starting from the foundation phase in PAUD. CP provides six goals and the time available to achieve those goals (phases). To reach the finish line, the government has divided it into six stages called phases. Each phase lasts 1-3 years.

It should be underlined that the teacher sample used was 2 teachers, one of whom had implemented the Merdeka curriculum in his/her class, while the other teacher had not implemented the Merdeka curriculum, because the school only implemented the Merdeka curriculum in the seventh grade. So maybe the answer of one of the teachers was not satisfactory in this sample collection.

B. Discussion.

Based on the findings obtained from the research conducted at MTs Muhammadiyah 02 Pekanbaru, a discussion based on the research can be



presented, namely: "The Perception of English Teachers on the Adoption of Merdeka Curriculum at MTs Muhammadiyah 02 Pekanbaru”.

In this section, we discuss the views of teachers in implementing the *Merdeka* Curriculum based on research indicators. Previously, as we know, this *Merdeka* curriculum is a new curriculum that began to be implemented in Indonesia when the covid virus hit, then in accordance with the provisions set by the Ministry of Education and Culture Nadiem Makarim, this *Merdeka* curriculum was originally to support the vision of Indonesian education, and as an effort to restore learning. the Merdeka Curriculum is designed as a more flexible curriculum framework with an emphasis on essential material as well as character development and student competence (Mulyasari et al., 2023; Wanti et al., 2023).

The goal of the *Merdeka* Curriculum is to improve the quality of education in Indonesia. By giving schools autonomy to design their own curriculum, it is hoped that education can focus more on developing student competencies. The *Merdeka* Curriculum also aims to improve teachers' ability to design and implement the curriculum. By giving teachers a more active role in this process, it is hoped that they will become more effective educational leaders. By giving schools the freedom to design the curriculum, the Merdeka Curriculum is also expected to encourage innovation in education. Schools can create more creative, interesting, and effective learning approaches.

Then, the teacher's perception of the *Merdeka* curriculum is that not all teachers understand the *Merdeka* curriculum because the *Merdeka* curriculum



has not been implemented in every class. And that understanding is only limited to the basic principles of the *Merdeka* curriculum. In line with research conducted by Febrianingsih and Ramadan (2023), shows that teachers still lack understanding regarding the structure of the *Merdeka* curriculum and still need training related to the preparation of teaching modules, learning assessments and still need readiness of facilities and infrastructure to support success in implementing the *Merdeka* curriculum. Teachers still do not have a clear picture regarding the adoption of this curriculum

However, according to teachers, this *Merdeka* curriculum can indeed restore English language learning, and teachers can be more flexible in teaching and can organize more inclusive learning and make teachers more competent in teaching. Then they said that the *Merdeka* curriculum makes teachers freer to develop materials according to the characteristics of students and however students express themselves, according to the way and style of student learning, it's just that in implementing the learning style approach that suits each student, it takes time because teachers must first understand the characteristics of their students' learning, which of course are different.

According to Tunas and Pangkey.(2024) teachers become student guides so that students do not get out of the context of the material they are studying, and in this case teachers must prioritize their students over their career interests. The concept of freedom in the *Merdeka* Curriculum is to give students the opportunity to determine learning materials that are in line with their interests and talents. Thus, students can be more active and *Merdeka* in

the learning process, and have more time to explore concepts and strengthen their competencies. Teachers are also given the freedom to decide on teaching methods and tools that are more appropriate to students' needs.

There are also difficulties that teachers face when implementing this Merdeka curriculum learning, such as when searching for and understanding material takes time, with different teaching methods also making teachers take time to be able to understand and adapt how to convey it to students, and sources of material that do not have to come from books can be from the internet, only other obstacles are also due to network constraints or there are also old teachers who are not good at using gadgets so they mix it with traditional learning styles or old learning styles. other difficulties are also when teachers have to prepare lesson plans which are said to be few and easy, but there are other additions such as student learning reports which sometimes take longer to be able to find material for the next day's lesson. In line with research conducted by Windayanti et al. (2023), shows that the difficulties for teachers in implementing the Merdeka curriculum are teachers' understanding of the Merdeka curriculum, about knowledge, assessment, and minimal teaching materials.

In conclusion the researcher got that teachers' perception in the adoption of the *Merdeka* Curriculum give positive opinion, such as giving students the freedom to develop learning abilities according to their respective character, in its adoption there are difficulties such as tools, teaching methods and others. Moreover, this curriculum is indeed newly implemented and slightly different



from the previous curriculum, teachers spend more time to be able to adjust to the way of teaching this *Merdeka* curriculum is taught. Teachers are also required to be able to develop their teaching methods with various creations in teaching and learning methods, and are required to be able to use the internet more in accordance with the development of the times. Another obstacle faced is, many teachers are old or unable to use gadgets, and it is still difficult, especially since not all schools and regions have a good internet network to be able to access lessons, but in another way students are given freedom in expressing their way of learning.



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