CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

In this chapter there is research findings based on research conducted by researcher on several English teachers at junior high schools in Pati, the data was obtained starting from observation, interviews, and documentation. So researcher finding the data in the field. The purpose is to answer the research problem in the first chapter. Furthermore, the finding of this research will be linked to existing theories include the following:

1. Analysis of English Teachers Preparation in Implementing the Merdeka Curriculum Teaching Learning

From the results of interviews and direct observation also documentation, it can be seen that the readiness of English teachers in implementing the Merdeka Curriculum in implementing teaching learning English subjects is divided into several parts:

a. Understanding the Meaning and Structure of The Merdeka Curriculum

The Merdeka Curriculum refers to regulations from the Minister of Education and Culture, Number 13 of 2022, which state that the structure of the junior high school curriculum consists of intracurricular learning, Pancasila Student Profile Strengthening, and extracurricular activities. The adage "Change Minister Change Policy does not always happen," but the changing education minister to Nadiem Makarim proves this adage is true. The Indonesian Ministry of Education and Culture triggered it for the first time during a speech at the National Teacher's Day Ceremony in November 2019.[1] There are two aspects to understanding the Merdeka Curriculum Structure. First is intracurricular education, and the second is Pancasila Student Profile Strengthening (P5). Allocation of lesson hours, if delivered regularly or weekly, in the Merdeka Curriculum structure is written for one year. There is no change in the total lesson hours, but each subject is cut by one

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[1] Ministry of Education and Culture, "Speech by the Minister of Education and Culture at the Flag Ceremony on National Teachers' Day 2019", quoted from. https://www.kemdikbud.go.id/main/blog/2019/11/pidato-mendikbud-pada-jasa-bendera-peringatan-hari-guru-nasional-tahun-2019. Accessed March, 25 2023.

hour for project lessons: intracurricular learning and P5 (co-curricular). For intracurricular learning is as much as 75%, and 25% is co-curricular. As an interview with Mr SU as an English teacher said that the time allocation in the Merdeka Curriculum was cut by 20-30% in one year for projects in all subjects. This is also by informants 2 and 3, that intracurricular learning is between 70% - 80% while project learning is between 20-30%. So, it can be concluded that the three of them already understand the structure of the Merdeka Curriculum and are ready to carry out the following steps.

About the Merdeka Curriculum Informant 1 said that he has known about the Merdeka Curriculum since one year ago, so this has entered the second school year implementing the Merdeka Curriculum, he said that: "I have been implementing the Merdeka Curriculum since one year ago since the 2022-2024 academic year, so this is already entering the second academic year." [1] Based on the teacher's answer, The informant 1 is fully ready to implement the Merdeka Curriculum, and according to informant 2 said that: "The Merdeka Curriculum is suitable and good, the aim of which is to adapt the child's abilities because perhaps those who design it conceptually even though they don't know how to apply it in the field, what the Merdeka Curriculum is like is applied in schools that have predetermined levels and they have to be sequential, so the implementation is quite difficult".[2]

And the informant 3said that: "This Merdeka Curriculum is new in its implementation in every school, I have known about this curriculum since 2022, but it is being implemented here only this semester, namely in the 2024-2024 lesson. So in terms of meaning, I understand, but in terms of application, I'm still a little confused."[3] Based on result of interview, they only found out that this Merdeka Curriculum existed at the end of 2022. It will only be implemented in the 2023-2024 school year.

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[1] SU, "The Interview from The Researcher, Interview 1, SU-01, Transcript", November 18th, 2023.

[2] YM, The Interview from The Researcher, Interview 2, YM-02, Transcript, November 15th, 2023.

[3] SK, "The Interview from The Researcher, Interview 3, SK-01, Transcript", November 10th, 2023.

b. **Learning Plan Readiness**

In this aspect, the researcher divided learning plan readiness into (1) Analyzing Learning Achievement/*Capaian Pembelajaran (CP)* to develop Learning Objectives/*Tujuan Pembelajaran (TP),* and Learning Objective Flow/*Alur Tujuan Pembelajaran (ATP),* (2) Planning and implementation of diagnostic assessment, (3) Developing Teaching Modules/*Modul Ajar (MA)*, (4) Adapting learning to stages students achievement and characteristics, (5) Planning, implementation, and processing of formative and summative assessment, (6) Reporting learning assessments. (7) Learning evaluation and assessment. Mr SU as informant 1 said that: "I have made learning tools in the form of CP, TP, ATP, teaching modules. The preparation of CP, TP, ATP is made by MGMP and modified by their respective teachers according to their needs." [1] Based on the result of interview he already had complete learning tools, as mentioned by the researcher.

Mrs YM as informant 2 said that: "I have never made learning tools that are in accordance with the Merdeka Curriculum, so I am still using the previous curriculum."[2] The result of interview she still uses the old teaching module in the form of lesson plans before who they had in the K13 Curriculum.

Mrs SK as informant 3 said that: "I have made a learning tool, even though it is in file form, but it already exists, I looked for my own examples from the internet and then modified it according to what I needed for the lesson."[3] The result of interview is she had made a learning tool even though he is looking for his examples.

c. **Learning Process Readiness**

Readiness for learning here begins with an understanding of differentiated learning, which is the first step for a teacher to differentiate the characteristics of different students. Teachers can design differentiated learning in 4 ways: Content Differentiation (Material), Process Differentiation (Method/Strategy), Product Differentiation, and

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[1] SU, "The Interview from The Researcher, Interview 1, SU-02, Transcript", November 18th, 2023.

[2] YM, The Interview from The Researcher, Interview 2, YM-02, Transcript, November 15th, 2023.

[3] SK, "The Interview from The Researcher, Interview 3, SK-02, Transcript", November 10th, 2023.

Learning Environment Differentiation. According Mr SU as informant 1, he said that: "The application is differentiated learning, which you have a lot of understanding about, adapting to the child's circumstances, such as the child's learning style, interests, and early discoveries. Later, when you know which section it is grouped into, what do you want the lesson to be different about? In the content, in the process, in the assessment or in the learning environment."[1] in general, this Merdeka Curriculum is the same as the previous curriculum, but there are differences in the perception of our perspective towards students.

According to Mrs YM as informant 2, she said that: "As far as I know, using differentiated learning involves looking at and grouping children's abilities first and then using an appropriate learning model, but I haven't practiced it in class."[2] he already understood a little about differentiated learning but had never put it into practice directly in class. And according to Mrs SK as informant 3, she said that: "The application of learning materials is based on student centered learning, namely the teacher is the only facilitator and all learning activities are student centered."[3] she already understands differentiated learning. It can be concluded that two out of three informants do not know in detail about differentiated learning, so only one teacher is ready and has implemented differentiated learning in his class.

d. **Learning Project Readiness**

The government has also published guidelines for implementing P5, namely learning based on educational unit projects, which follows the Ministry of Education and Culture planning guidelines. In the book "Guide to the Development of the Pancasila Student Profile Strengthening Project," there is a profile project planning flow, which consists of five stages, including forming a P5 facilitator team, identifying the level of readiness of education units, and then design of dimensions, themes, and then set time allocations in P5, and then compiling project modules in one academic year, and the last is design a

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[1] SU, "The Interview from The Researcher, Interview 1, SU-03, Transcript", November 18th, 2023.

[2] YM, The Interview from The Researcher, Interview 2, YM-03, Transcript, November 15th, 2023.

[3] SK, "The Interview from The Researcher, Interview 3, SK-03, Transcript", November 10th, 2023.

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strategy for reporting project results.[1] Based on the interview with Mr SU as informant 1 said that, "P5 project themes for junior high school at least 3 in one year of study, for elementary school at least 2 the theme that was implemented yesterday, namely democracy in the next phase, is the theme of local wisdom. The output produced is not only products but also activities, namely work titles." [2] his school has implemented one theme and a maximum of 3 pieces in one phase of one school year.

While Mrs YM as informant 2 said that: "I don't know about implementing P5, I just carry out teaching and learning activities according to the schedule given by the school, I see less material in the textbook so I will master less material."[3] her themes that have been carried out are also about democracy and the ones that will be implemented next semester, he doesn't understand. From Mrs SK as informant 3said that: "For the P5 theme, 1 year requires 3 themes that we have done, the first is Democracy and the next one is bullying and the environment. The results of the project depend on the theme, for example democracy and bullying. Yes, the report is a presentation, if the theme is sustainable living, it can produce a product that can be sold, for example, a living pharmacy becomes herbal medicine and can later be sold. So everything is from children and for children."[4] The conclusion is has three same the themes at one academic year phase.

e. **Readiness of Facilities and Infrastructures**

In the readiness implementing the Merdeka Curriculum, the learning process is more oriented towards project-based learning, where a project requires facilities and infrastructure capable of supporting the project's success. There are supporting factors in implementing the Merdeka curriculum, namely facilities and infrastructures consisting of (a) textbook, (b) laboratory equipment and materials which must be available in sufficient rations and which meet minimum

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[1] Educational Curriculum Assessment Standards Agency, Ministry of Education and Culture, 2022.

[2] SU, "The Interview from The Researcher, Interview 1, SU-04, Transcript", November 18th, 2023.

[3] YM, The Interview from The Researcher, Interview 2, YM-04, Transcript, November 15th, 2023.

[4] SK, "The Interview from The Researcher, Interview 3, SK-04, Transcript", November 10th, 2023.

laboratory quality standards, (c) availability of various types of learning media, form or model, where the learning media can be in the form of media print, electronic and school-based media, and (d) accessibility use of facilities and infrastructure by students and educators.

The learning process in the Merdeka Curriculum is slightly oriented towards project-based learning, where a project requires facilities and infrastructure that can support the project's success. There are many supporting factors in implementing the Merdeka Curriculum; according to Mr SU as informant 1 said that: "In junior high school, there are lots of facilities and infrastructure. One of them is complete batik equipment, complete technological media in the form of internet, Wi-Fi, projector with material from YouTube. There are also many at the school he attends. One of them is a tool for making batik, complete technological media in the form of internet, Wi-Fi connection, and projector media with multimedia from YouTube."[1]

Meanwhile, from Mrs YM as informant 2 said that: "The availability of digital TV which really helps the learning process is all for now, and even then sometimes signal problems make it ineffective to play directly on YouTube."[2] This is concluded that is main supporting in the teaching learning. Mrs SK as informant 3 said that: "There is digital TV in the classroom and we also have an adequate computer laboratory to support technology-based learning. With a smooth internet connection, we can access whatever material we need for learning the Merdeka curriculum. Because we also live in a mountainous area, we also benefit from a comfortable and beautiful learning environment."[3] The result is she has many supporting infrastructure and environment that can support learning.

Based on the research results conducted by the researcher, it was found that all schools managed by the three informants already have adequate facilities and infrastructure to support the curriculum learning process. This means that the

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[1] SU, "The Interview from The Researcher, Interview 1, SU-05, Transcript", November 18th, 2023.

[2] YM, The Interview from The Researcher, Interview 2, YM-05, Transcript, November 15th, 2023.

[3] SK, "The Interview from The Researcher, Interview 3, SK-05, Transcript", November 10th, 2023.

schools are ready to implement the Merdeka Curriculum together with the existing stakeholders, such as school principals and curriculum development teams, and the teacher plays the most important role.

f. Learning Assessment Readiness

Learning assessment in the Merdeka Curriculum consists of 3 aspects: formative diagnostics and summative assessment; each or all of the three can be carried out. Mr SU as informant 1 said that: "We have implemented 3 assessments, namely: two diagnostics, namely cognitive and non-cognitive (psychological, learning styles: visual, audio-visual, kinesthetic) carried out at the beginning of the semester which are included in the teaching module learning planning, that's the initial diagnostic before learning begins, namely trigger questions.

Formative is an assessment during the learning process to determine the child's progress and to correct the teacher's progress towards achieving the learning objectives

If it is summative at the end of TP, it can also be called final material summative or it can also be at the end of the year as a combination of several TP. If at the end of the material, it's like when you go to college, at the end of the semester the grades will immediately come out.

Reporting learning outcomes is different from K13, K13 uses 2 values, namely knowledge value and skills value, whereas in the Merdeka Curriculum there is only 1 round value, you can choose between knowledge or skills or both, but only one round value is taken which will later be assessed. process via the E-raport application.

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From the interview with Mrs YM as informant 2, said that: "If the assessment that I understand is basically the same, it's just that the name has been changed, and I have implemented both the summative and formative assessments."[2] It conclude that the assessment and tests were the same in their implementation.

According to the interview with Mrs SK as informant 3 said that: "In the Merdeka Curriculum, there are 3, namely diagnostic, formative, and summative. If here what has not been implemented is the diagnostic because it is at the beginning of learning." [3] it is true that there are three assessments, but only two have been implemented here, namely formative and summative.

2. **Factors Support and Inhibit the Implementation of the Merdeka Curriculum**
   a. **Supporting Factors in the Implementation of the Merdeka Curriculum**

Supporting factors exist in everything, including in the preparation of English teachers in implementing the Merdeka Curriculum; this is what motivates English teachers in their readiness to face this Merdeka Curriculum, as expressed by Mr SU as informant 1 said that: "The supporting factor is that the government provides PMM (Independent Teaching Platform), so if you want to read, it's easy to read yourself. In the application there are examples of everything but they are not

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[1] SU, "The Interview from The Researcher, Interview 1, SU-06, Transcript", November 18th, 2023.

[2] YM, The Interview from The Researcher, Interview 2, YM-06, Transcript, November 15th, 2023.

[3] SK, "The Interview from The Researcher, Interview 3, SK-06, Transcript", November 10th, 2023.

satisfactory." [1] supporting factor is that the government provides PMM (Merdeka Teaching Platform).

According Mrs YM as informant 2 said that: "If this is a supporting factor, that's just the infrastructure in the form of Digital TV. Then there are trainings for teachers so that they can increase their knowledge about the Merdeka curriculum. I myself have only attended training 3 times, 2 times face to face, and once online."[2] the supporting factor that she has now is that only digital TV can create an interesting learning environment.

Then, from the interview with Mrs SK as informant 3, it was said that: "Factors that support this readiness are in the infrastructure, of course, and also cooperation between teachers and students, as well as cooperation between teachers so that they can be related to each other."[3] the driving factor was adequate facilities and infrastructure so teachers and students could make the most of it.

b. **Inhibiting Factors in the Implementation of the Merdeka Curriculum**

Many factors hinder the readiness of English teachers to implement the Merdeka Curriculum, either from within each teacher or external factors that can become obstacles in implementing the Merdeka Curriculum. The results of the interview with informant 1 show that the factor that hinders oneself is the lack of references, for example, if we make a curriculum there are not many samples, we have to look for it ourselves. For example, there is a comparative study with other favorite schools outside the city, they are not much different, the implementation is still difficult, the concept of implementing the project is still confused. Then the results of the interview with informant 2 The obstacle in English lessons is the skills of the students, if the basics are lacking then lessons at the next level will also be difficult unless you have studied English in elementary school then it will help a little with the technical aspects. Then the results of the interview with informant 2. The obstacle is many factors, but the main

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[1] SU, "The Interview from The Researcher, Interview 1, SU-07, Transcript", November 18th, 2023.

[2] YM, The Interview from The Researcher, Interview 2, YM-07, Transcript, November 15th, 2023.

[3] SK, "The Interview from The Researcher, Interview 3, SK-06, Transcript", November 10th, 2023.

thing is that it requires a lot of capital because the curriculum refers to projects, so a lot of material will be needed.

The main inhibit in the readiness implementing the Merdeka Curriculum, first the lack of understanding and awareness of the concept and objectives of the Merdeka curriculum among teachers, school principals and local governments. And second imited resources, financial, teaching materials and references, needed to support independent learning, the difficulty of finding one's own sources of information also influences a person's desire to know more about the Merdeka Curriculum.

B. Discussion

This chapter presents the results and discussion of the finding of English teachers' readiness in implementing the Merdeka Curriculum, which has been analyzed using descriptive qualitative research methods in methodology through observation, interviews, and documentation techniques that researcher has collected from informants. In addition, this chapter outlines the researcher's interpretation of the findings, which will be explained in more detail in connection with the research questions in the previous chapter. The presentation of research results that focus on the readiness of English teachers in implementing the Merdeka Curriculum must truly represent its relationship to the objectives and theoretical framework as discussed in the previous chapters. In carrying out the teaching and learning process, an educator must have planned and structured steps or procedures so that every lesson can run effectively and follow the expected goals.

In implementing English language learning in this Merdeka Curriculum, teachers must first understand and be ready to 7 readiness from before during and after learning, there are (1) Understand the meanings and structures of Merdeka Curriculum, (2) Learning Plan Readiness in English Subject, (3) Learning Process Readiness, (4) Learning P5 Readiness, (5) Readiness of Facilities and Infrastructure, (6) Learning Assessment Readiness. What material will be presented and conveyed to students, what techniques will be used, and what supporting media will be needed until the end of teaching and learning activities? English teachers also have support and inhibit factors during implementing the Merdeka Curriculum. This will be divided into two parts: first, an analysis of English teachers' readiness preparation in implementing learning in the

Merdeka Curriculum and an analysis of factors that support and inhibit the implementation of the Merdeka Curriculum.

1. **Analysis of English Teachers Preparation in Implementing the Merdeka Curriculum Teaching Learning**

   a. **Understanding the Meaning and Structure of the Merdeka Curriculum**

      Based on the data above, three of English teachers already understand the structure of the Merdeka Curriculum and are ready to carry out the following steps, based on the schedule and the regulation in their school. And it can be seen that the structure of the junior high school curriculum consists of intracurricular learning, Pancasila Student Profile Strengthening, and extracurricular activities. There are two aspects to understanding the Merdeka Curriculum Structure. First is intracurricular education, and the second is Pancasila Student Profile Strengthening (P5). Allocation of lesson hours, if delivered regularly or weekly, in the Merdeka Curriculum structure is written for one year. There is no change in the total lesson hours, but each subject is cut by one hour for project lessons: intracurricular learning and P5 (co-curricular). For intracurricular learning is as much as 75%, and 25% is co-curricular.

   b. **Learning Plan Readiness**

      Based on the data above, three of English teachers readiness for learning here begins with an understanding of differentiated learning, which is the first step for a teacher to differentiate the characteristics of different students. This Merdeka Curriculum has an innovation, namely differentiated learning. Students who have difficulty understanding the subject matter are the target of this point because differentiated learning is the implementation of learning adapted to students' circumstances, while still providing the same educational rights for all students according to the needs and differences of each individual. In this aspect, the researcher divided learning plan readiness into (1) Analyzing Learning Achievement/*Capaian Pembelajaran (CP)* to develop Learning Objectives/*Tujuan Pembelajaran (TP),* and Learning Objective Flow/*Alur Tujuan Pembelajaran (ATP),* (2) Planning and implementation of diagnostic assessment, (3) Developing Teaching Modules/*Modul Ajar (MA)*, (4) Adapting learning to stages students achievement and characteristics, (5)

Planning, implementation, and processing of formative and summative assessment, (6) Reporting learning assessments. (7) Learning evaluation and assessment. Changes from lesson plans to teaching modules. The difference felt by teachers from the 2013 curriculum with the independent curriculum is the change in core competencies (KI) in the 2013 curriculum to Learning Achievements (CP) in the independent curriculum. In the independent curriculum, KI is changed to Learning Outcomes. From these changes there are differences between CP and KI. The difference is that in the independent CP curriculum, the time allocated to achieve targeted goals is designed based on phases. This CP will be translated into a flow of learning objectives (ATP). The aim of developing this teaching module is to enrich some of the teacher's reference tools for the learning process. The difference between RPP and teaching modules is the implementation of a learning objective flow/*Alur Tujuan Pembelajaran* (ATP) which is developed from learning outcomes (CP) with the target of the Pancasila student profile. Meanwhile, in the 2013 curriculum, core competencies (KI) are described as basic competencies, competency achievement indicators, learning objectives, as well as learning implementation plans/*Rencana Pelaksanaan Pembelajaran* (RPP). Learning outcomes/*Capaian Pembelajaran* (CP) in the independent curriculum are a renewal of the core competencies in the 2013 curriculum which are designed to strengthen students' focus when learning on competency development. These changes also affect the freedom to manage study time in each field of science in the independent curriculum. We know that in the 2013 curriculum each learning hour/*Jam Pelajaran* (JP) is set per week. The unit has set time allocations for learning which is carried out regularly every week in one semester. The aim of minimizing the learning implementation plan/*Rencana Pelaksanaan Pembelajaran* (RPP) which has been converted into a teaching module is to simplify teacher administrative tasks so that teachers have more time to focus on varied learning. The teaching modules in this independent curriculum provide freedom to educators in the process of creating learning that suits students. This freedom of time is also related to the development of components in teaching modules that are adapted to the environmental context and students' learning

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needs. Below, the researcher attaches examples of CP, TP, ATP, and Teaching Modules from informant 1:

Figure 4.1.
CP, ATP Page 01

ANALISIS CAPAIAN PEMBELAJARAN DAN ALUR TUJUAN PEMBELAJARAN

Mata Pelajaran : BAHASA INGGRIS Fase : D
Kelas / Semester : VII / Gasal Satuan Pendidikan : SMP Negeri 2 GW

Capaian Pembelajaran Berdasarkan Elemen menyimak dan berbicara

Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.
Menjelaskan konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.
Mengemukakan ide dari berbagai ragam teks yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.

Capaian Pembelajaran Berdasarkan Elemen Membaca – Memirsa

Menggunakan struktur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.
Menganalisa struktur teks, unsur kebahasaan dan konteks dari ragam teks yang disajikan dalam bentuk multimoda pada konteks yang berbeda dalam lingkup keluarga dan kelas.

Capaian Pembelajaran Berdasarkan Elemen Menulis – Mempresentasikan

Mengaplikasikan struktur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk multimoda pada konteks yang berbeda dalam lingkup keluarga dan kelas.
Merancang berbagai ragam teks tulisan maupun lisan sederhana yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.
Memproduksi berbagai ragam teks tulisan maupun lisan sederhana yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.

Alur	Elemen	Kompetensi Dalam CP	Alokasi Waktu	Ruang Lingkup Materi	Tujuan Pembelajaran	Pemahaman Bermakna	Rencana Asesmen	Metode Pengajaran
1	menyimak - berbicara	Murid secara aktif dapat mengembangkan kompetensi secara mandiri dan bernalar kritis dalam berdialog menggunakan alphabets,	6 JP	alphabets, numbers, time, family members, colors, dan	1.1 memahami kosakata terkait alphabets, numbers, time, family members, colors, dan simple instructions	Murid dapat menggunakan kosakata terkait alphabets, numbers, time,	Tes Tulis Tes Lisan	Sing along

Figure 4.2.
CP, ATP Page 02

		numbers, time, family members, colors, dan simple instructions dalam aktivitas sehari – hari di lingkungan rumah dan sekolah		simple instructions		family members, colors, dan simple instructions dalam konteks kehidupan sehari hari.		
2	menyimak - berbicara	Murid secara aktif dapat mengembangkan kompetensi secara mandiri dan berkebhinekaan global dalam berdialog menggunakan ungkapan greetings and leave taking dalam aktivitas sehari – hari di lingkungan rumah dan sekolah	6 JP	greetings, leave taking	2.1 menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan ungkapan sapaan dan berpamitan serta responnya 2.2 mengkomunikasikan secara interpersonal untuk mengucapkan dan merespon ungkapan sapaan dan berpamitan	Murid dapat berdialog menggunakan ungkapan sapaan dan berpamitan dalam aktivitas sehari hari.	Unjuk kerja	Role play Neighbor hood Walk
3	menyimak - berbicara	Murid secara aktif dapat mengembangkan kompetensi secara mandiri dan berkebhinekaan global dalam berdialog menggunakan introducing oneself dalam aktivitas sehari – hari di lingkungan rumah dan sekolah	6 JP	introducing oneself	3.1 memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri 3.2 mengkomunikasikan secara interpersonal mengucapkan dan merespon ungkapan perkenalan diri	Murid dapat berdialog menggunakan ungkapan memperkenalkan diri dalam aktivitas sehari hari di lingkungan sekitar	Unjuk kerja	Demonstra tions Neighbor hood Walk
4	Membaca - Memirsa	Murid secara aktif dapat mengembangkan kompetensi secara gotongroyong dan berkebinekaan global dalam berbagi pengalaman dalam	6 JP	Introducing others & their hobbies	4.1 memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memperkenalkan	Murid dapat menggunakan ungkapan perkenalan untuk mengenali	Unjuk kerja	Survey Miming and

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Figure 4.3.
CP, ATP Page 03

		menggunakan ungkapan memperkenalkan orang lain dan kegemarannya dalam aktivitas sehari – hari di lingkungan rumah dan sekolah				orang lain dan kegemarannya 4.2 menangkap makna secara interpersonal untuk menggunakan ungkapan memperkenalkan orang lain dan kegemarannya	perbedaan karakter diri sendiri dan orang lain dan menyikapinya dengan bijak dalam aktivitas sehari hari.		guessing Mind Mapping
5	Menulis - mempresen tasikan	Murid secara aktif dapat mengembangkan kompetensi secara kreatif dan global dalam berkebhinekaan tentang berbagi pengalaman diri dan orang lain di sekitarnya dalam aktivitas di lingkungan rumah dan sekolah	12 JP	Describing people and daily activities	5.1 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang dan kegiatan sehari-haridengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	Murid dapat menggunakan sifat-sifat penggambaran fisik untuk mengenali perbedaan karakter diri sendiri dan orang lain dan menyikapinya dengan bijak	Observasi	Matching picture Guess who Mind Mapping
6	menyimak - berbicara	Murid secara aktif dapat mengembangkan kompetensi mandiri, kreatif dan bernalar kritis dalam mengungkapkan informasi rinci terkait makanan favorit dalam aktivitas sehari – hari di lingkungan rumah dan sekolah	9 JP	Describing one's favorite meal, food, drink, snack, texture, and taste.	6.1 Menjelaskan informasi terkait makanan favorit sesuai konteks	Murid dapat mengungkapkan informasi tentang rasa dan tekstur dari makanan, minuman atau cemilan kesukaan dalam aktivitas sehari hari.	Unjuk kerja	Survey Show and tell
7	Membaca - Memirsa	Murid secara aktif dapat mengembangkan kompetensi secara mandiri dan bernalar	6 JP	Describing grocery shopping	7.1 Menggunakan informasi terkait cemilan favorit sesuai	Murid dapat mengungkapkan informasi tentang	Tes tulis Tes lisan	Vocabulary enrichment

Figure 4.4.
Learning Achievement (CP) Page 04

		kritis dalam mengungkapkan informasi rinci terkait camilan favorit dalam aktivitas sehari – hari di lingkungan rumah dan sekolah				konteks	bahan, rasa dan tekstur dari cemilan kesukaan dalam aktivitas sehari hari.		Guessing game
8	Menulis - mempresent asikan	Murid secara aktif dapat mengembangkan kompetensi secara gotongroyong dan kreatif dalam berbagi pengalaman tentang praktik mengolah resep masakan dalam aktivitas sehari – hari di lingkungan rumah dan sekolah	12 JP	Cooking procedure	8.1 Merencanakan pengolahan resep masakan dalam aktivitas sehari – hari 8.2 Melakukan praktik pengolahan masakan sederhana dalam aktivitas sehari – hari	Murid dapat berbagi pengalaman tentang praktik mengolah resep masakan dalam aktivitas sehari – hari di lingkungan rumah dan sekolah	Unjuk kerja	Mind mapping Cooking simple dish

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Mengetahui,
Kepala Sekolah

Guru Mata Pelajaran

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Pembina Tingkat I

c. Learning Process Readiness

Readiness for learning here begins with an understanding of differentiated learning, which is the first step for a teacher to differentiate the characteristics of different students. This Merdeka Curriculum has an innovation, namely differentiated learning. Students who have difficulty understanding the subject matter are the target of this point because differentiated learning is the implementation of

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learning adapted to students' circumstances, while still providing the same educational rights for all students according to the needs and differences of each individual. Merdeka Curriculum is the same as the previous curriculum, but there are differences in the perception of our perspective towards students. They have different characteristics, so the approach must be different. Previously, in our view, all children in one class were the same, so we used differentiated learning. This is also proven by the results of observations that the researcher made by observing classroom learning; it was seen that the teacher grouped the students based on the learning styles that had been carried out previously.

Figure 4.5.
Differentiated Learning

According to the interview results from informant 2, she said that he already understood a little about differentiated learning but had never put it into practice directly in class. And according to informant 3, she said that he already understands differentiated learning. He applies the student-centered learning model, so the teacher is only a facilitator here. So she also forms and groups her students according to the students' interests and talents, as in the picture above.

d. **Learning Project Readiness**

Based on the data exposure above, there are several findings related to the implementation of P5, including the number of project themes implemented, project orientation, and the role of teachers in project implementation. The government has set a minimum and maximum number of themes to be selected for the project. The division of this number is categorized based on the phase that the student is in. In the book "Guide to the Development of the Pancasila

Student Profile Strengthening Project," there is a profile project planning flow, which consists of five stages, including forming a P5 facilitator team, identifying the level of readiness of education units, and then design of dimensions, themes, and then set time allocations in P5, and then compiling project modules in one academic year, and the last is design a strategy for reporting project results.[1] Based on the interview results with Informant 1, his school has implemented one theme and a maximum of 3 pieces in one phase of one school year, and what has been implemented is the theme of democracy. At the same time, the plan for the next semester is the theme of local wisdom and bullying.

While the informant two her themes that have been carried out are also about democracy and the ones that will be implemented next semester, he doesn't understand. from informant 3, the themes that have carried out are also about the theme of democracy and the ones that will be implemented next are the themes of bullying and sustainable living. The government only gives the option of 3 themes in the phase first year These three themes are implemented in the implementation of P5.

The following finding is related to the orientation of project implementation at Junior High School. Informant 2 explained that P5 is oriented towards a comprehensive approach that instructs students to work individually or in groups and relates to real-world topics. The two orientations chosen represent an understanding of the concepts according to the project theme. From these three findings, in the aspect of implementing P5, is at the ready stage. Based on the criteria in the Implementation Stages of the Merdeka Curriculum by the Ministry of Education and Culture, an educational unit is said to be at the ready stage if it implements P5 in the amount recommended by the government. In addition, the project runs with the teacher as a facilitator so that project activities begin to be oriented towards understanding the concept of the theme taken.

Furthermore, based on the data, the English teachers has not integrated English learning into the projects implemented. In this case, several ways can be considered, including

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[1] Educational Curriculum Assessment Standards Agency, Ministry of Education and Culture, 2022.

incorporating English learning into projects. Projects can provide students with more opportunities to develop their English language skills, for example, by asking students to research, analyze, and present the results of their projects using English.

e. **Readiness of Facilities and Infrastructures**

The learning process in the Merdeka Curriculum is slightly oriented towards project-based learning, where a project requires facilities and infrastructure that can support the project's success. There are many supporting factors in implementing the Merdeka Curriculum, According to informant 1's statement, there are also many at the school he attends. One of them is a complete tool for making batik, complete technological media in the form of internet, Wi-Fi connection, and projector media with material from YouTube. Meanwhile, from informant 2, the supporting infrastructure is digital TV provided in the classroom so it can be used for interesting learning for students. And not much different from the third informant, the available infrastructure also includes adequate technology, a fairly large computer laboratory, digital TV in the classroom, and also a smooth internet connection, and because the school is located in the mountains, Having a beautiful and very supportive environment can fully support interesting learning. Below, the researcher attaches a picture while observing the Mrs SK listening class in the computer labroratory.

Figure 4.6.
Facilities and Infrastructures

Based on the research results conducted by the researcher, it was found that all schools managed by the three informants already have adequate facilities and infrastructure

to support the curriculum learning process. This means that the schools are ready to implement the Merdeka Curriculum together with the existing stakeholders, such as school principals and curriculum development teams, and the teacher plays the most important role.

f. **Learning Assessment Readiness**

Learning assessment in the Merdeka Curriculum consists of 3 aspects: diagnostics formative and summative assessment; each or all of the three can be carried out, unlike the assessment paradigm in the Merdeka Curriculum, teachers are expected to focus more on formative rather than summative assessments. The formative assessment results will be used to improve the continuous learning process. Therefore, the assessment in the Merdeka Curriculum is more of a learning process (assessment as learning) and an assessment for the learning process.[1]

From the interview, that had been implemented 3 assessments, namely: two diagnostics, namely cognitive and non-cognitive (psychological, learning styles: visual, audio-visual, kinesthetic) carried out at the beginning of the semester which can be included in the teaching module learning planning and also can do diagnostics at the beginning before learning begins, it's called trigger questions, then formative is an assessment during the learning process to find out the child's progress and to correct the teacher's development, where the learning objectives have been, if it's summative at the end of the TP (Tujuan Pembelajaran)/Learning Objectives it can also be called summative at the end of the material or you can also at the end of the year as a combination of several TP. And from the results of the interview with informant 2, it was said that the assessment and tests were the same in their implementation, only different in the names which changed in the terms in this Merdeka Curriculum.

According to the results of the interview the first is observation. It is an assessment of students carried out on an ongoing basis through periodic observation of observed behavior, which can be carried out in daily tasks or activities that done by herself on the students' learning process, how their abilities and understanding develop, how students

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[1] Educational Curriculum Assessment Standards Agency, Ministry of Education and Culture, 2022.

respond to the tasks given, and how students' attitudes are during the learning process. The second is performance. The assessment requires students to demonstrate and apply their knowledge to various contexts according to the desired criteria, such as practicing, producing products, doing projects, or creating portfolios and conducted performance assessments by giving students tasks like producing products such as writing to measure students' writing skills. And also applies practices such as speaking practice to measure students' speaking skills and vocabulary mastery. The last is giving tasks to students to measure knowledge and facilitate students to gain or improve knowledge. Informant 4 gave assignments to students in the form of group assignments. Students are asked to observe an object, write down vocabulary related to the object, then compile it. Moreover, both English teachers carry out formative and summative assessments intending to evaluate students' abilities, which will then be used to present learning.

2. **Supporting and Inhibiting Factors in the Implementation of the Merdeka Curriculum**
   a. **Supporting Factors in the Implementation of the Merdeka Curriculum**

   Supporting factors definitely exist in everything, including in the preparation of English teachers in implementing the Merdeka Curriculum, This is what motivates English teachers in their readiness to face this Merdeka Curriculum, as expressed by informant 1 in the interview that supporting factor is that the government provides PMM (Merdeka Teaching Platform), if want to read herself, it's easy to read everywhere and every time. In the application, there are examples of all but those that are not satisfactory. Even so, the government has provided it. The informant 2 said that the supporting factor that she has now is that only digital TV can create an interesting learning environment.[1] Then, from the interview with informant 3, it was said that the driving factor was adequate facilities and infrastructure so that teachers and students could make the most of it.

   Based on the results of observations and interviews with 3 informants. There are several factors that becomes supports

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[1] YM, The Interview from The Researcher, Interview 2, YM-07, Transcript, November 15th, 2023.

for English teachers in implementing the Merdeka Curriculum in English learning is as follows:

1) There is training, workshops or other similar things that are useful for increasing insight in understanding the Merdeka Curriculum in more detail.
2) There is a clear example of a document regarding learning planning that can be used as a benchmark by all English teachers so that it will make it easier for teachers to develop learning creativity in accordance with predetermined plans which are of course adjusted to the needs of each teacher.
3) The existence of basic English lessons at the elementary school level makes it easier for students and teachers to enter the next level, so there is no need to sort and repeat basic lessons from the beginning that should have already been learned.
4) The importance of adequate facilities and infrastructure adapted to the current digital era, which will greatly facilitate learning and also increase the creativity of both students and teachers.
5) Another important role that is really needed is from a financial perspective, because according to the inhibit factors that has been obtained, all financial burdens are still placed on each school.

b. **Inhibiting Factors in the Implementation of the Merdeka Curriculum**

There are many factors that hinder the readiness of English teachers in implementing the Merdeka Curriculum, either from within each teacher or external factors that can become obstacles in implementing the Merdeka Curriculum. A new policy and regulation will of course have obstacles and constraints when implemented. English teachers also face the same thing in implementing independent learning, of course there are obstacles. The problems that arise also of course come from external or internal or from the educational community itself. Teacher as an integral part of education and an important component in learning, it also has a series of problems that must be addressed completed.

As the results of the interview with informant 1 show that the factor that hinders oneself is the lack of references, for example, if we make a curriculum there are not many samples, we have to look for it ourselves. For example, there is a comparative study with other favorite schools outside the city,

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they are not much different, the implementation is still difficult, the concept of implementing the project is still confused. Then the results of the interview with informant 2 The obstacle in English lessons is the skills of the students, if the basics are lacking then lessons at the next level will also be difficult unless you have studied English in elementary school then it will help a little with the technical aspects. Then the results of the interview with informant 2. The obstacle is many factors, but the main thing is that it requires a lot of capital, because the curriculum refers to projects so quite a lot of material will be needed.

Based on the results of observations and interviews with 3 informants. There are several factors that becomes obtacles for English teachers in implementing the Merdeka Curriculum in English learning is as follows:

1) Some teachers are comfortable with the old curriculum and have no experience in implementing the Merdeka Curriculum.
2) The English teacher will adjust the English material again to the new curriculum in the learning planning which is in accordance with the Merdeka Curriculum and in preparing the learning material later the teachers must coordinate and work together in preparing the material, which is in accordance with the learning planning will be the material that needs to be prepared by English teachers so that the material delivered to students is appropriate with the appropriate syllabus in the Merdeka Curriculum.
3) The quality of student resources, because the characteristics of people who enter junior high school are diverse, some have been taught basic English before, some have not at all, so teachers need to explore and identify the different abilities of students first.
4) There are no adequate facilities and infrastructure for learning resources to support optimal learning processes implementation of the Merdeka Curriculum learning.
5) From a financial perspective, there is no financial assistance from the government for implementing the Merdeka Curriculum for schools and funding is only focused on the school.