THE IMPLEMENTATION OF *"KURIKULUM MERDEKA"* IN TEACHING ENGLISH AT SMP NEGERI 7 KOTAMOBAGU

THESIS

Submitted In Partial Fulfillment Of The Requirement for the Degree of *Sarjana Pendidikan* (S.Pd) of English Education Study Program

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THESIS RATIFICATION

The thesis entitled "The Implementation of *Kurikulum Merdeka* in Teaching English at SMP Negeri 7 Kotamobagu" compiled by Andini Mamonto with student registration number 20126004, a student of English Education Study Program. Has been examined and defended in the Munaqasyah session held on June 28th 2024 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvement.

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The aims of this study are (1) to investigate the implementation of *"Kurikulum Merdeka"* in Teaching English at the SMP Negeri 7 Kotamobagu" in seventh-grade students, (2) to discover the challenges faced by the teacher in the process of implementing the *"Kurikulum Merdeka"* for Teaching English at the SMP Negeri 7 Kotamobagu in seventh-grade students and (3) to describe what is the institution's effort to overcome the challenges at the SMP Negeri 7 Kotamobagu in seventh-grade students. This study used qualitative research and data collection techniques: observation, interview, and documentation. The informants were the English teacher, the principal, and the vice principal for curriculum affairs of SMP Negeri 7 Kotamobagu. The result showed that Kurikulum Merdeka was implemented in the seventh grade of teaching English. The teacher makes Modul Ajar based on the guidelines of Kemendikbudristek and prepares the necessary equipment in the classroom. Moreover, the challenges the teachers face are limited facilities and no direct training related to the implementation of the *Kurikulum Merdeka*. Lastly, the Institution's efforts to overcome the challenges faced by the teacher, namely making Lembar Kerja Peserta Didik or LKPD, then participating in Platform Merdeka Mengajar or PMM, which can be accessed via cellphone, and coordinating with the *"sekolah penggerak"* every month.

Key Words: *Kurikulum Merdeka,* Teaching English

ABSTRACT

Andini Mamonto (2024) *The Implementation of "Kurikulum Merdeka" in Teaching English at SMP Negeri 7 Kotamobagu.* **English Education Study Program, Faculty of Tarbiyah and Teacher Training, Manado state Institute of Islamic Studies**.

The aims of this study are (1) to investigate the implementation of *"Kurikulum Merdeka"* in Teaching English at the SMP Negeri 7 Kotamobagu" in seventh grade students, (2) to discover the challenges faced by the teacher in the process of implementing the *"Kurikulum Merdeka"* for Teaching English at the SMP Negeri 7 Kotamobagu in seventh grade students and (3) to describe what are the institution's effort to overcome the challenges at the SMP Negeri 7 Kotamobagu in seventh grade students. This study used qualitative research using data collection technique namely observation, interview and documentation. The informants were english teacher, principal, and vice principal for curriculum affairs of SMP Negeri 7 Kotamobagu. The result showed that the Implementation of *Kurikulum Merdeka* in Teaching English has been implemented in the seventh grade. The teacher make *Modul Ajar* based on the guidline of Kemendikbudristek and prepare the necessary equipment in the classroom. Moreover, The challenges faced by the teacher are limited facilities and there is no direct training related to the implementation of the *Kurikulum Merdeka*. Lastly Institution efforts to overcome the challenges faced by the teacher, namely making *Lembar Kerja Peserta Didik* or LKPD, then participating in *Platform* Merdeka Mengajar or PMM which can be accessed via cellphone, and coordinating with the driving school every month.

Key Words: *Kurikulum Merdeka,* Teaching English

CHAPTER I

INTRODUCTION

A. Background of study

Education plays an important role in the lives of human beings, states and governments. Education is not excluded from all human activities. Through good education, new things will be acquired so that they can be used to create quality human resources. In this regard, the role of the rising generation is essential for the progress of the nation. Education for the rising generation is an important investment in creating a better future. With quality education, the rising generation can develop their potential, from good character, and contribute to the development of the nation.

In the Qur'an Allah SWT, has said in Surah Al-Mujadilah verse 11, as follow :

يَٰٓأَيُّهَا الَّذِيْنَ اٰمَنُوْٓا اِذَا قِيْلَ لَكُمْ تَفَسَّحُوْا فِى الْمَجٰلِسِ فَافْسَحُوْا يَفْسَحِ اللّٰهُ لَكُمْۚ وَاِذَا قِيْلَ انْشُزُوْا فَانْشُزُوْا يَرْفَعِ اللّٰهُ الَّذِيْنَ اٰمَنُوْا مِنْكُمْۙ وَالَّذِيْنَ اُوْتُوا الْعِلْمَ دَرَجٰتٍّ وَاللّٰهُ بِمَا تَعْمَلُوْنَ خَبِيْرٌ

Translation:

"O you who have believed, when you are told, to make a room in your assemblies, you should make room: Allah will make room for you. And when you are told to rise up, you should rise up. Those of you who have believed and have been granted knowledge, Allah will exalt them in ranks and Allah is well aware of whatever you do".[1]

In this verse, Allah commands the Muslims to do things that create a sense of brotherhood in all meetings. O you who have believe, when it is said to you in the congregations, "Give them space, that they may enter into it, "then open the way to it, and Allah will give you space on all occasions. And when it is said to you in various places, "Stand up to honor," then stand down as a sign of humanity, so that Allah will raise up those of you who have believed for their faith, and that Allah shall raise those who have been given knowledge for their knowledge, for

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[1]www.englishtafsir.com/Quran/58/index.html, accessed on Tuesday 12 February 2024

an explanation to the people, more than those who do not know. And Allah is overwhelmed with the purpose, the way, and the purpose of what you do, both in this world and in the hereafter. [2]

According to the interpretation of QS al-mujadilah verse 11 given above, it is clear that the intention of the verse is to mention that giving prosperity to the people in the assembly and standing as a sign of honor and humility. Allah says that the knowledgeable have a degree compared to the ignorant. And Allah is Merciful to all things in this world and in the hereafter.

Innovation in the world of education can be done to improve the quality and effectiveness of teaching and learning activities. In an educational system, the curriculum is dynamic in nature and must be constantly undergoing change and development in order to be able to keep up with the developments and challenges of the times. Nevertheless, its change and development must be systematic, directed, and not originally changing. [3] The efficiency of the learning process depends on clear, applicable rules that direct the transfer of knowledge from teacher to pupil. [4] As known in Article 1 Item 19 of Law No. 20 of 2003 concerning the National Education System, the definition of Curriculum means a set of plans and regulations about the aims, content, and material of lessons and the method employed as the guidelines for the implementation of learning activities to achive given education objectives.[5]

Curricula are learning plans that are supervised by school boards and are used to meet the educational needs of children, support learners, and foster relationships between teachers and students. They include the topics that need to be taugh, their exact sequence, the learning objectives, the grade letter, and the percentages. Additionally, it offers a list of the information, instruments, materials, and sources used in the assessment of the objectives. Education and the

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[2]Al-Qur'an Kemenag Republik Indonesia, 2019

[3]Alhamuddin, "Sejarah Kurikulum di Indonesia," *Nur El-Islam* 1, no. 2 (2014): p. 49

[4]Mei Yuan Law, "A Review of Curriculum Change and Innovation for Higher Education," *Journal of Education and Training Studies* 10, no. 2 (2022): p.16

[5]Republik Indonesia, *Undang-Undang Sistem Pendidikan Nasional Nomor 20 Tahun 2003,* Pasal 1 ayat 19

curriculum are interwoven and mutually beneficial. It is highly regarded when an effective curriculum forms the basis of instruction. [6]

Seeing the importance of curriculum in education, changes in the curriculum will always be there and adapted to the developments of the times and the needs of the learners. Indonesia itself has undergone several curriculum changes in order to improve the quality of education. The educational curriculum in Indonesia has undergone changes since the post-independence period in 1945. However, these changes do not occur at the same time or uniformly throughout the country.The history of curriculum in Indonesia has gone a long way, history notes that changes began in the era of Dutch colonialism, the era of Japanese colonialism, the era of the Old Order (curriculum 1947, curriculum 1952, curriculum 1964), the era of the New Order (curriculum 1968, 1975 curriculum, 1984 curriculum, 1994 curriculum), and the era of the Reformation (curriculum 2004 competency-based curriculum (CBC), education unit level curriculum (KTSP), curriculum 2013). [7] And the most recent one is "*Kurikulum Merdeka*".

Kurikulum Merdeka is the newest curriculum from the government of Indonesia, and it is going to be implemented in schools in Indonesia. Based on Kepmendikbudristek No.56 Of 2022 Guidelines for Curriculum Implementation in the context of Learning Recovery (*Kurikulum Merdeka*) as a guidline for implementing the new curriculum in Non-Participating Schools of the mobilizing school program, *Kurikulum Merdeka* which gives schools, teachers, and students the freedom to be free to innovate and free to learn independently and creatively. According to Nadiem Makarim's report for CNN Indonesia, the *Kurikulum Merdeka* was introduced to keep up with schooling during the COVID-19 pandemic, and it will allow for more flexible learning activities. [8] The essence of *Kurikulum Merdeka* is an education oriented towards the essence of learning,

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[6] Sharon Campbell-Phillips, "Education and Curriculum Reform: The Impact They Have On Learning," *BirLE Journal* 3, no. 2 (2020): p. 1074

[7] Yudi Candra Hermawan, Wikanti Iffah Juliani, Hendro Widodo, "Konsep Kurikulumdan Kurikulum Pendidikan Islam," *Jurnal MUDARRISUNA* 10, no. 1 (2020): p.36

[8] Baharullah, Sri Satriani, FathrulArriah, AasharHidayah, "Implementation of the Merdeka Belajar Curriculum Through the Application of Project-Based Learning Models to Improve Student Learning Outcomes in Mathematics Learning," *Jurnal Matematika dan Pembelajaran* 10, no.2 (2022): p. 335

where each student has his or her own talents and interests. For the time being, the 2013 curriculum is still available as schools prepare to implement this new curriculum. Each educational unit can implement the *Kurikulum Merdeka* gradually based on their own readiness.[9]

SMP Negeri 7 Kotamobagu is one of the schools that is implementing the *Kurikulum Merdeka*. SMP Negeri 7 Kotamobagu has implemented a *Kurikulum Merdeka* starting in the school year 2023-2024 and gradually starting in seventh grade. So only seventh grade implemented the curriculum, since seventh grade has only entered in 2023 so when entering semester one is has already begun to apply while for eight and ninth grade it still applies *Kurikulum* 2013. Based on interviews with English teacher, the teaching process has implemented a *Kurikulum Merdeka.* [10]

Based on the above background, the researcher is interested in conducting research on "The Implementation of the "*Kurikulum Merdeka*" in teaching english at the SMP Negeri 7 Kotamobagu to see how the implementation of *"Kurikulum Merdeka*" in teaching english in the SMP Negeri 7 Kotamobagu, what are the challenges faced by teacher during the implementation of the *"Kurikulum Merdeka"* in teaching english, and what are the institution's effort to overcome the challenges faced by the teacher.

B. Research Problem

From the background of the study above, the research problem is formulated as follows:

1. How is the implementation of *"Kurikulum Merdeka"* in teaching english?
2. What are the challenges faced by the teacher in the process of implementing the *"Kurikulum Merdeka"* for teaching english?
3. What are the institution's effort to overcome the challenges faced by the teacher?

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[9]Komang Wahyu Wiguna, Made Adi NugrahaTristaningrat, "Langkah Mempercepat Perkembangan Kurikulum Merdeka Belajar," *Jurnal Pendidikan Dasar* 3, no. 1 (2022): p. 18

[10]Hasira Mokoginta M.Pd, English Teacher of SMP Negeri 7 Kotamobagu, *interview,* Kotamobagu, 21 February 2024

C. Limitation of Study

This research focuses on:

1. Implementation of *"Kurikulum Merdeka"* in teaching english includes planning, implementation and evaluation at SMP Negeri 7 Kotamobagu

2. Challenges faced by the teacher in implementing the *"Kurikulum Merdeka"* in teaching english at SMP Negeri 7 Kotamobagu.

3. Institution's effort is from principal, vise principal and english teacher to overcome the challenges faced by the teacher in the process of implementing *"Kurikulum Merdeka"* in teaching english at SMP Negeri 7 Kotamobagu.

4. The implementation of *Kurikulum Merdeka* in teaching english which describes the *Profil Pelajar Pancasila.*

D. Objective of Study

From the research question above, the objective of this study are as follows:

1. To investigate the implementation of an *"Kurikulum Merdeka"* in teaching English at the SMP Negeri 7 Kotamobagu" in 7th grade.

2. To discover the challenges faced by the teacher in the process of implementing the *"Kurikulum Merdeka"* for teaching English at the SMP Negeri 7 Kotamobaguin 7th grade.

3. To describe what are the institution's effort to overcome the challenges at the SMP Negeri 7 Kotamobagu in seventh grade students.

E. Significant of Study

1. Theoretically

The results of this study are expected to provide insights, theories about curriculum, *Kurikulum Merdeka,* and implementation of *Kurikulum Merdeka* in teaching english will provide information related to the three topics above.

2. Practically

   a. For teachers/lecturer

This research can provide information or references for English Teacher related to implementation of *"Kurikulum Merdeka"* in teaching English and the teacher can develop their quality in teaching and learning english activity.

b. Further research

The result of this study can serve as a guide for information and reference in developing further research about the implementation of *"Kurikulum Merdeka"* in teaching english.

c. For institution/school

This research will provide information about the implementation of *Kurikulum Merdeka* in teaching english. It also enhances the reputation of the school and contributes to the overall academic excellence of the institution.

F. Definition of Key Terms

1. Implementation

An act or instance of implementing something: the process of making something active or effective.[11] Curriculum implementation refers to how the planned curriculum is delivered to the children – the method and practices used to facilitate learning.[12]

2. Kurikulum Merdeka

The *Kurikulum Merdeka* is a curriculum with diverse intracurricular learning; the content will be more optimal so that students have enough time to deepen the concept and strengthen the compass of tensions. Teachers have

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[11] https://www.meriam-webster.com.

[12] Hillcross Merton, "Curriculum Implementation," https://www.hillcross.merton.sch.uk. accessed on Sunday, 11 February 2024

the ability to choose a variety of teaching devices so that learning can be adapted to the learning needs and interests of the students.[13]

3. Teaching English

Teaching English is the process to transfer knowledge about english from teacher to students. Teacher is the instructor of the teaching learning process.[14]

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[13]Dedi Riyan Rizaldi, Ziadatul Fatimah, ''Merdeka Curriculum: Characteristics and Potential in Education Recovery after the COVID-19 Pandemic,'' *International Journal of Curriculum and Instruction* 15, no. 1, (2022): p. 261

[14]Nisrina Muslimah Asyhadiyah, "The Implementation Of Kurikulum Merdeka In Teaching English For Seventh Grade At SMPN 3 Kediri" (Thesis, Faculty Of Tarbiyah Satet Islamic Institute Kediri, 2023), p.7

CHAPTER II
REVIEW OF LITERATURE

A. Review of Literature

1. Definition of Curriculum

Curriculum comes from Greek,curir means "runner", and curere Means "race". It is then defined that a curriculum is a number of lessons Which have to be done by the students to reach or get the graduation, Knowledge, skill and educational. This means that one of the functions of a Curriculum is to provide a design which enables learning to take place. A Curriculum is more than a syllabus. A syllabus describes the content of a Program and can be seen as one part of a curriculum. Moreover, when we Heard the term of curriculum, we will think about series of courses that help Students in achieving their goals in education. [15]Meanwhile, several experts explain the meaning of the curriculum, including:[16]

a. According to Brown, stated that a curriculum is all the students school experincesrelting to the improvement of skills and strategies in thinking critically and creatively, solving problems, working collaboratively with others, communicating well, writing more effectively, reading more analytically, and conducting research to solve problems.

b. According to Silva, viewed a curriculum as an emphasis on what students can do with knowledge, rather that what units of knowledge they have, is the essence of 21st century skills.

From some of the definitions above, it can be concluded that the curriculum is a set of learning plans consisting of content and subject matter that is structured, programmed, and well planned. Related to various activities and social interactions in the environment in organizing teaching and learning activities with the aim of achieving educational goals.

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[15]Yulia Nur Ekawati , "The Implementation of Curriculum 2013," *BELTIC Journal* 1, no. 1 (2018): p. 75

[16]Innocent Mutale Mulenga, "Conceptualization and Definition of a Curriculum," *Journal of Lexicography and Terminology* 2, no. 2, (2019) , p.15

According to Act of the Republic of Indonesia on National Education System No. 20 of 2003 curriculum means a set of plans and regulations about the aims, content and material of lessons and the method employed as the guidelines for the implementation of learning activities to achieve given education objectives.[17]

The curriculum is also referred to as a teaching process whose content consists of a number of subjects arranged systematically and in line with the things needed as a condition for complete a process in certain educational activities. In this sense, the curriculum is understood to be design of subjects for a particular educational activity and by mastering it someone can be declared graduated and entitled to a diploma. Traditionally, curriculum can be interpreted as a subject or a number of subjects that must be taken or a certain discipline, such as religious educstion curriculum, language, science, social studies, which must be taught at school. But in its development curriculum has a broader scope the curriculum must understood not only include subjects or courses, but all the efforts of educational institutions to achive the desired goals which is done both in the school environment and outside of school. Thus, the curriculum should refer to the implementation of education in formal institutions, where experience given to the students is done through activities at school and outside of school, but still within the scope of school's scope of control and responsibility of the school. [18]

Along with the development of science and culture, the scope of teaching materials contained in the curriculum is getting wider and the burden that must be shouldered by schools is increasing. Based on the demands of the times, the curriculum designers organized the curriculum structure into four parts:[19]

a.   The objectives that the teaching and learning process aims to achieve

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[17]Republik Indonesia, *Undang-Undang Sistem Pendidikan Nasiona l Nomor 20 Tahun 2003,* Pasal 1 ayat 19

[18]Fauzan, *Kurikulum Pembelajaran* (Tangerang Selatan:GP Press, 2017) p. 56-57

[19]Fauzan , *Kurikulum Pembelajaran,* p. 61

b. Content or subjects, which contain knowledge, information, data, activities, and experiences that are material for the preparation of the curriculum, the content of which is the included in the syllabus

c. Methods or ways of delivering the subject

d. Evaluation, which is a method or way of assessing and measurement of the results of teaching a particular subject.

The main function of the curriculum is to serve as a guide and reference in the learning process. Through the curriculum, teachers can guide students in their learning journey. The curriculum also has other equally important functions, including:[20]

a. Passing On values and culture: The curriculum can serve as a means to transmit values and culture relevant to the present time to students. By understanding and appreciating these values, students can grow and develop in a broader context.

b. Developing current and future competencies: The curriculum must be able to develop the competencies needed in the present and future. Competencies are not limited to cognitive skills but also include attitudes, psychomotorskills, and values that complement those competencies.

c. Social control: The curriculum can act as a social control in selecting and assessing relevant and contextual learning content. In this way, students can learn with meaningful and essential materials.

2. *Kurikulum Merdeka*

a. Definiton of *Kurikulum Merdeka*

"Kurikulum Merdeka" is a new policy program of the Ministry of Education and Culture of the Republik of Indonesia *(Kemendikbud RI)* launched by the Minister of Education and Culture of the Indonesian

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[20] What is Curriculum,'' *Pancaedu Tech,* June 2023, https://pancaedu.tech/en/apa-itu-kurikulum , accessed on Sunday, 11 February 2024

Advanced Indonesia Cabinet Nadiem A. Makarim. An *"Kurikulum Merdeka"* is a curriculum that gives freedom to school to explore their abilities according to their facilities, inputs and resources, and gives freedom to teachers to deliver essential and urgent material. And most importantly, it provides a wide and free space for students to further maximize their potential in order to obtain maximum educational results. *Kurikulum Merdeka* basically provides freedom of learning, which means that educational development must create a pleasant atmosphere. The happiness in question is happiness for educators, students, parents of students and happy for everyone, the teaching system will also shift from the nuances in the classroom and outside the classroom. Learning activities will be more relaxed, because students can discuss more with educators, learn by walking, and not only listen to educators' explanations, but also form the character of students who are brave, independents, socialized, civilized, polite, competent, and the most important thing is that there is no longer a rangking system which according to some opinions only worries children and parents, because basically every learner has their own abilities, intelligence and expertise. In the future, students will be formed who want to work and have good skills and quality in society. [21]

The *Kurikulum Merdeka* is designed to provide flexibility for educators to create quality learning that suits the needs and learning environment of students. In its application, the *Kurikulum Merdeka* has three characteristics. First, focus on essential material so that there is more meaningful and enjoyable deepening and development of competencies. Second, teacher freedom to teach according to the stage of achievement and development of students and school authority to develop and manage the curriculum. So that the application of learning in the *Kurikulum Merdeka* is learner-centered. This means that learning leads to the personalities of learners, their experiences, backgrounds, perpectives, talents, interests,

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[21]Muhammad Reza Arviansyah and Ageng Shagena, "Efektiitas dan Peran dari Guru dalam Kurikulum Merdeka Belajar," *Lentera: Jurnal Ilmiah Kependidikan* 17, no. 1, (2022): p. 46

capacities and need in learning. Third, learning through project activities for character development and competence of the *Profil Pelajar Pancasila* through exploration of actual issues. [22]

The implementation of *Kurikulum Merdeka* for learning recovery is based on the following policies: [23]

1) Permendikbudristek No. 5 of 2022:

Graduate competency standars in early childhood education, primary education and secondary education. Graduate competency standars are minimum criteria regarding the unity of attitudes, skills, and knowledge that demonstrate the achievement of students' abilities from their learning outcomes at the end of the education level. SKL is a reference for the *Kurikulum 2013*, *Kurikulum Darurat* and *Kurikulum Merdeka.*

2) Permendikbudristek No. 7 of 2022:

Content standards in early childhood education, primary education, and secondary education. Content standars are developed through the formulation of the scope of material in accordance with graduate competencies. The scope of material is the sudy material in the larning content formulated based on: 1) mandatory content in accordance with statutory provisions; 2) scientific concepts; and 3) pathwas, levels, and types of education. Content standards are reference for the *Kurikulum 2013*, *Kurikulum Darurat*, and *Kurikulum Merdeka.*

3) Permendikbudristek No. 262/M/2022:

Amendment to decree of ministes of education, culture, research and technology number 56/M/2022 concerning guidelines for

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[22]Jamilatun Nafi'ah, Dukan Jauhari Faruq, and Siti Mutmainah, "Karakteristik Pembelajaran Pada Kurikulum Merdeka Belajar di Madrasah Ibtidaiyah,'' *Pembelajaran Pada Karakteristik Kurikulum, Jurnal Auladuna,* 5, no 1 (2023): p. 4

[23]https://pusatinformasi.guru.kemendikbuk.go.iid/hc/en-us/articles/6824815789465-Kebijakan-Pemerintah-Terkait-Kurikulum-Merdeka, accessed on Sunday, 21 January 2024

curriculum implementation in the framework of learning recovery.Contains the structure of the *Kurikulum Merdeka*, rules related to learning and assessment, *Projek penguatan profil pelajar pancasila*, and teacher workload.

4) Decree of the Head of BSKAP No.008/H/KR/2022 of 2022:

Learning outcomes in early childhood education, primary education, and secondary education in the *Kurikulum Merdeka*.Contains learning outcomes for all levels and subjects in the structure of *Kurikulum Merdeka.*

5) Decree of the Head of BSKAP No.009/H/KR/2022 of 2022:

Dimensions, elements, and sub-elements of the *Profil Pelajar Pancasila* in the *Kurikulum Merdeka*. Contains explanations and stages of development of the *Profil Pelajar Pancasila* that can be used especially for the *Projek Penguatan Pelajar Pancasila.*

6) Circular Letter No. 0574/H.H3/SK.02.01/2023:

Following up on the decree of the minister of education, culture, research, and technology of the Republic of Indonesia Number 262/M/2022 concerning Amendments to the decree of the Minister of Education, culture, research and technology number 56/M/2022 concerning guidelines for curriculum implementation in the framework of learning recovery.

b. Structure of *Kurikulum Merdeka*

The structure of the Merdeka Curriculum contains intra-curricular and co-curricular. In addition to Intracurricular and Co-curricular, the Curriculum structure can contain Extracurricular in accordance with the characteristics of the Education Unit.[24]

1) Intracurricular programs/activities are the main school programs/activities carried out using the time allocation specified in the school program structure. These programs/activities are carried

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[24] https://pak.pandani.web.id/2022/06/pengertian-kegiatan-intrakurikuler.html , accessed on Sunday 11 February 2024

out by teachers and students during class hours every day and are aimed at achieving the minimum objectives of each subject in the curriculum.

2) Meanwhile,co-curricular programs/activities are programs/activities that are carried out as a strengthening or deepening of intracurricular activities. These programs/activities include subject enrichment activities, scientific activities, art and cultural mentoring, and/or other forms of activities that can strengthen student character one of them is *Profil Pelajar Pancasila.*

3) Meanwhile, extracurricular programs/activities are programs/activisties carried out by students outside the learning hours of intracurricular activities and cocurricular activities, under the guidance and supervision of schools, and are held with the aim of developing students' potential, talents, interests, abilities, personality, cooperation, and independence.

c. Assesment of *Kurikulum Merdeka*

According to Brown assessment is a procedure which a teacher uses to evaluate and Track his students'progress. Assesments is to provide evidence to support judgements regarding learning objectives. Educators are urged to conduct these assessments: [25]

1) Formative asssesment, is an assessment that aims to provide information or feedback for educators and learners to improve the learning process.

a) Assesment at the begining of learning conducted to determine the readiness of learners to learn teaching material adn achieve the planned learning objectives. This assessment falls into the category of formative assessment becasue it is intended for the teacher's needs in designing learning, not for purposes of assessing learning outcomes that are reported in the report card.

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[25] BSKAP Kemendikbudristek, *Panduan Pembelajaran dan Assesmen*, (2022), p. 26-27

b) Assesment in the learning process that is conducted during the learning process to determine the developments of students learners and at the same time provide quick feedback. Usually this assesment conducted throughout or in the middle of learning activities/steps, andcan also be done at the end of learning step. This assessment is also included in the category of formative assessment.

2) Summative assesment, which is an assesment carried out to ensure the achievement of overall learning objectives. This assessment is conducted at the end of learning process, or it can also be conducted at the same time for two or more learning objectives, in accordance with consideration of educator and the policy of education unit. In contrast to formative and summative assessment become part of the assessment calculation at the end of semester, end of the school year, and/or the end of the level.

d. *Kurikulum Merdeka* in Teaching English

English has become a lingua franca or international language, including for people in Southeast Asia who have various mother tongues and official languages. Therefore, English language skills are a basic necessity for all Indonesian children. The ability allows them to communicate with people from different cultural backgrounds, open up wider career opportunities, and improve their quality of life in this era of globalization. [26] English has four skills to be mastered. The skills are listening, speaking, reading and writing.

Kemendikbudristek outlined a few objectives for teaching english in the kurikulum merdeka. (1) Developing self-identity to communicate as independent and responsible; (2) Developing intercultural skills to recognize and respect cultural ideas, customs, and product from Indonesia

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[26]https://bbpmpjatim.kemendikbud.go.id/site/detailpost/kehadiran-kurikulum-merdeka-deukung-optimalisasi-pelajaran-bahasa-inggris-di-sd, accessed on Tuesday, 16 January 2024

and abroad; (3) Using a variety of multimodal texts (spoken, written, visual, audiovisual); (4) Increasing crtitical and creative thiking ability. [27]

Kemdikbud in Nisrina Muslimah Asyhadiyah outlines some of the characteristics of Kurikulum Merdeka Teaching English (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022).[28]

1) English language instruction uses a variety of texts. In addition to being offered in written form, they can also be delivered in spoken word (monologues or dialogues), visual, audio, or multimodal (texts including verbal, visual, and audio components) formats. These texts can be real, produced on film or paper, or they can be composed expressly with teaching in mind. This is meant to assist them in becoming tech-savvy.

2) The teacher has the option to select the type of material he wants to teach based on the conditions in the classroom. Learning can start with a type of text that incorporates themes that learners are already familiar with. This will help learners comprehend the substance of the text they are reading and subsequently be able to generate texts of that type in both oral and written form. The instructor can then proceed to the following step, which is to expose the pupil to a newly learning genre of material. The teacher's job is to help pupils acquire understanding of the new text format, both orally and in writing, so they can produce the text.The text types selected can also be modified to fit the needs of the pupils in the home or in the school.

3) According to Tyler, the learning process is learner-centered. It focuses on improving students' proficiency in utilizing English in various text kinds, ranging from incapable to capable.

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[27]Nisrina Muslimah Asyhadiyah, "The Implementation Of Kurikulum Merdeka In Teaching English For Seventh Grade At SMPN 3 Kediri" (Thesis, Faculty Of Tarbiyah Satet Islamic Institute Kediri, 2023), p.27

[28] Nisrina Muslimah Asyhadiyah, "The Implementation Of Kurikulum Merdeka In Teaching English For Seventh Grade At SMPN 3 Kediri", p.28-29

4) The emphasis on a student's general English language development varies depending on their competence level. Acquiring proficiency in general English necessitates the development of both receptive (reading, writing, and speaking) and productive (speaking, writing, and presenting) skills.

According to Emilia, there are four stages in the genre-based approach anf these four stages are carried out in a discusssion on the same topic. [29]

1) Building Knowledge of the Fields (BKOF): The teacher builds the knowledge or background knowledge of students on the topic to be written about or discussed. At this stage, the teacher also builds the cultural context of the text being taught.

2) Modelling of the Text (MOT): The teacher provides a model or example of a text as a reference for students in producing works, both orally and in writing.

3) Joint Construction of the Text (JCOT): The teacher guides the students and jointly produces the text.

4) Independent Construction of the Text (ICOT): Students produce spoken and written texts independently.

e. Learning Achievement of Teaching English in *Kurikulum Merdeka*

The *Kurikulum Merdeka* divides the learning structure into six phases: foundation, A, B, C, D, E, and F. Each phase has a different time range and is designed according to the students develompmental stage. Here is n explanation of each phase: Phase A: for grades 1 and 2 SD, Phase B: spesifically forgrades 3and 4, Phase C: dedicated to grades 5 and 6, Phase D: for grades 7-9, Phase E: for grades 10 and Phase F: for grades 11 and 12. Seventh grade in *Kurikulum Merdeka* includes phase D. According to Kemendikbudristek, at the end of the Phase, learners use spoken, written

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[29] Emi Emilia, *Pendekatan Berbasis Teks Dalam Pengajaran Bahasa Inggris* (Cet 1, Rizqi Press; Bandung: 2011), p. 46-81

and visual texts in English to Interact and communicate in a wider variety of contexts in formal and Informal situations. Students can use various types of texts such as Narratives, descriptions, procedures, special texts (short messages, Advertisements) and authentic texts to be the main references in Learning English in this phase. Students use English to discuss and convey their desires, feelings and understanding of written texts and inference skills begin to appear when understanding implied information. They produce written and visual texts in structured English with a more diverse vocabulary. They understand the purpose and audience when producing written and visual text in English.The following table shows the achievement of learning English Based on the Ministry of Education and Culture. [30]

Table 2.1 : Learning achievements of teaching English in *Kurikulum Merdeka*

Listening element – speaking
By the end of phase D, students are able to communicate in an expanding number of common formal and informal contexts with teacher, peers and others by using English to interact and exchange ideas, experiences, interests, opinions and viewpoints. They can understand the major points and pertinent details of discussion or presentations on avariety of topics of popular interest with some repetition and rephrasing. They participate in conversation by expressing opinions, drawing analogies, and expressing preferences. They use fundamental sentece structure and verb tenses to explain and clarify their responses.
Reading Elements – Viewing
By the end of phase D, students are able to freely read texts with predictable structures and well-known vocabulary, both familiar and unknown, and respond to them. They discover the major concepts and spesific information in texts of various genres and evaluate them. Print or digital texts, as well as visual, multimodal, or interactive texts, may be used to create these texts. They recognize

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[30] https://guru.kemdikbud.go.id, accessed on Sunday 11 February 2024

the text's intended audience and start drawing conclusions to understand any implicit information.

Writing Elements – Presenting
By the end of Phase D, students are able to express their thoughts and experiences in short, well-organised paragraphs, demonstrating a growing use of spesific vocabulary and basic sentence constructions. They plan, build information, imaginative and persuasive texts in simple and compound words in order to explain or defend an opinion. They write with basic information and detail while also using different sentence structures. Students use the present, future, and past tenses to convey ideas. They connect ideas using temporal markers, frequent adverbs, and common conjunctons. Their attempts to spell unfamiliar words are based on established capitalization and punctuation rules, as well as known English letter-sound correlations.

f. Implementation of Teaching English in the *Kurikulum Merdeka*

Based on the guidlines for the stages of implementation of *Kurikulum Merdeka* in education units issued by the BSKAP of the Ministry of Education and Culture, in curriculum implementation there are planning, implementation, and evaluation, namely as follows: [31]

1) Planning

The planning stage consists of establishing written goals based on the educational unit's vision and mission. The process involves designing *Alur Tujuan Pembelajaran, Modul Ajar,* and Developing instructional equipment.

2) Implementation

The implementation stage involves planning and incentive to ensure effective performance of activities based on individual roles, obligations and responsibilities. Special provisions include *Profil*

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[31] https://Kurikulum.Kemendikbud.go.id, accessed on Sunday 12 Mei 2024

Pelajar Pancasila, student-centered learning, assesment integration, and learning based on learning phases.

3) Evaluation

The evaluation stage is the process of evaluating something based on specified criteria to provide the appropriate data or information set.

g. *Profil Pelajar Pancasila*

Profil Pelajar Pancasila is the character values and competencies that students are expected to have as a result of learning activities in accordance with the noble values of Pancasila. In addition, the Profil Pelajar Pancasila is a directiom for educators and students in Indonesia. There are six dimensions in the Profil Pelajar Pancasila, namely;[32]

1) Faith, devotion to God Almighty, and noble character

An indonesian student who is faithful, devoted to God Almighty, and has noble character is a student who is moral in his relationship with God Almighty. He or she understand the teachings of his or her religion and beliefs and applies that understanding in his or her daily life. There are five key elements of faith, fear of God, and noble character: (a) religious morals; (b) personal morals; (c) morals towards humans; (d) morals towards nature; and (e) state morals.

2) Global diversity

Indonesian students maintain their noble culture, locality and identity, and remain open-minded in interacting with other cultures, thus fostering mutual respect and the possibility of forming with positive noble cultures that do not conflict with the noble culture of the nation. Elements and keys to global diversity include recognizing and appreciating culture, intercultural communication skills in interactiing with others, and reflection and responsibility for the experience of diversity.

3) Mutual cooperation

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[32] Ditpsd. Kemdikbud. go.id, accessed on Sunday 12 Mei 2024

Indonesian students have the ability of mutual cooperation, which is the ability to do activities together voluntary so that the activities undertaken can run smoothly, easily, and lightly. The elements of mutual cooperation are collaboration, caring, and sharing.

4) Independence

Indonesian students are independent learners, learner who take responsibility for their learning process and outcomes. The key elements of independence consist of awarness of one's self and situation and self-regulation.

5) Critical reasoning

Critical reasoning learners are able to objectively process both qualitative and quantitative information, establish linkages between different pieces of information, analyze information, evaluate it, and conclude. The elements of critical reasoning are acquiring and processing information and ideas, analyzing and evaluating reasoning, reflecting on thoughts and thought process, and making decisions.

6) Creativity

Creative learners are able to modifiy and produce something original, meaningful, useful, and impactful. The key elements of being creative consist of generating original ideas and producing original works and action.

These are six dimensions of the characters that students must have, as well as showing that the Profil Pelajar Pancasila students does not only focus on the real, of cognitive abilities, but also on attitudes and behaviours that are in accordance with the character of the Nation.

B. Previous Study

Some studies are relevant to this research. They are:

1. Research conducted by Shinta Amalia Ferdaus and Dian Novita, with the title "**The Implementation of The Merdeka Curriculum in English**

Subject at A Vocational High School in Indonesia". This study aims to analyze the implementation of the Merdeka Curriculum in English subject at one of the vocational high schools in Sidoarjo as the Center of Excellence of Vocational High School (SMP PK). The study results found that the Merdeka Curriculum at one of the vocational high schools has been widely implemented. The study used the descriptive-qualitative method as the research design, and the data were obtained through observation and semi-structured interviews. The present study focused on the following six areas regarding the implementation of Merdeka Curriculum; 1) the implementation of the teaching module, 2) the teaching and learning process, 3) the use of materials, 4) the use of learning media, 5) the implementation of assessment and evaluation, and 6) the opportunities and obstacles. This research uses the theories of Wiguna&Tristaningrat (2022), Yamin&Syahrir (2020) etc, to explain the *Kurikulum Merdeka,* thid research also examines the *Profil Pelajar Pancasila,* in the teaching process teachers *Modul Ajar.*

2. In a thesis prepared by, Arum Ambar Sari entitled **"The Implementation of Merdeka Curriculum in English Teaching Learning at the Seventh Grade of SMPIT Insan Mulia Surakarta in the Academic Year 2023/2023".**The objextives of this research was to describe the implementation of the *Kurikulum Merdeka* in english teaching learning and to find the teacher's problems during the implementation of the *Kurikulum Merdeka* in english teaching learning at the seventh grade of SMPIT Insan Mulia Surakarta in the academis year 2022/2023. In this study, used qualitative descriptive method. the researcher collect the data thorugh observation, interview, and documentation.The results showed that Merdeka Curriculum has been implemented in English learning. Teachers make a flow of learning objectives and teaching modules based on the Merdeka Curriculum which is adjusted to the characteristics of the education unit. Teachers have also implemented the learning cycle and conducted assessments based on the Merdeka Curriculum. The problem

faced by the teacher are limited time to design differentiated learning based on the individualllmneeds of students and the teacher cannot maintain student enthusiasm until the end of the lesson. Learning components in the form of goals, materials, methods, media and evaluation have been fulfilled in English learning.

3. Research conducted by Helmia Latifa, Koesomo Ratih, Maryadi, with the title **"Implementing the Merdeka Curriculum in English Language Teaching: A study of Teacher Learning Steps".** This study employs a qualtitative research design, spsifically utilizing phenomenology as the primary methodological approach. In this case, the phenomenon under investigation is the implementation of the *Kurikulum Merdeka,* with a spesific focus on the learning steps involved in english language teaching. The subject of this study are two english teachers from a junior high scholl in central java, who hav experience teaching seventh-grade students under the *Kurikulum Merdeka.* To gain a comprehensive understanding of their experiences, three main data collection methods are employed: document analysis, observation, and interviews.

4. In a thesis prepared by Nisrina Muslimah Asyhadiyah entitled "**The Implementation of Kurikulum Merdeka in Teaching English for Seventh Grade at SMPN 3 Kediri**". The aim of this study is to understand the implementation of KurikulumMerdeka in teaching English for seventh grade at SMPN 3 Kediri. In this research, the researcher is willing to know how the teacher implements this new curriculum into the action. Furthermore, the researcher wants to observe the strategies and media used by the teacher in teaching english. The study used descriptive qualitative method. The researcher uses observation and interview as the instrument of the study. The researcher focuses on two teacher who teach in seventh grade. For the validity, the researcher uses triangukation from expert. In teaching process, the teacher uses some media, such as English book, YouTube video, and short movie.

5. Research conducted by Iffa Kharimah, Simito, Zaitun Qamariah, with the title **"The Implementation Of Merdeka Curriculum For Formal English Learning".** This article aims to explain the implementation of *Kurikulum Merdeka* for formal english learning. This study uses a descriptive qualitative approach with library research methods, using synthesis and content analysis. The results of the study show that the implementation of the Merdeka Curriculum at the Elementary School level prioritizes project-based learning. The implementation of *Kurikulum Merdeka* at the elementary scholl level prioritizes project-based kearning. The implementation of learning is nit only focused on the world of knowledge but emphasizes the mastery of character, literacy, skills, and technology. The implementation of the *Kurikulum Merdeka* in english learning at the middle school level, namely by applying the project based learning method is the application of student-oriented learning (*student-centered*). Implementation of the *Kurikulum Merdeka* at the english learning high school level is by implementing a curriculum that is basuc framework, targeted competency, curriculum structure, learning process, assesments, teaching resources, and curriculum tools.

On the previous study above all raised the same title that is about the implementation of ''*Kurikulum Merdeka*'' in teaching english. However, previous study only concern on the implementation but did not explain there are challenges and solutions. In this research, researcher will focus on three things: the implementation of *Kurikulum Merdeka* in teaching english, the challenges faced by the teacher during implementing the *Kurikulum Merdeka* in teaching english and the institution effort to overcome the challenges.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research use a type of qualitative research. According to Strauss and Corbin, qualitative research is a type of research whose discovery proceedures do not use statistical or quantification procedures. Meanwhile, according to Bogdan and Taylor, qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and behaviors that can be observed. [33]So, it can be concluded that qualitative research is research that only describes or reveals facts that occur in the field. In this case, the researcher focuses on the implementation of *Kurikulum Merdeka* in the teaching learning process, and willing to know how the teacher implements this new curriculum into the action.

B. Research Setting

This research is conducted at SMP Negeri 7 Kotamobagu. in seventh grade. The researcher started this research in May-June 2024. This research was done with three meetings as seen in the table below

Table 3.1 : the date and time conduct the data

Date	Meeting	Class	Hours
Tuesday, 21 May 2024	First meeting	VII A	One hours
Tuesday, 21 May 2024	Second meeting	VII B	One hours
Wednesday, 22 May 2024	Third meeting	VII A	One hours

C. Source of Data

The data sources in this study are devided into two, namely:

a. Primary data sources

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[33]Lexy J. Moelong, *Metode Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2017), p. 4

The primary data source that the researcher means is interviews of three people namely the principal, vice principal and english teacher. And another primary data is from observation during teaching.

b. Secondary data sources.

Secondary data sources are data sources obtained by researchers indirectly from the object to be studied, be it in the form of data in the form of references or books relevant to this research, Media, Product, as well as documentation that researchers can get during the research.

D. Research Instrument

a. Observation Sheet

The form of the observation sheet consist of a table or list that includes columns for various types of information observed. The observation sheet is addressed to parties relevant to the research objectives, namely the english teacher.

b. Interview Guidelines

The interview guidline is addressed to parties relevant to this research, namely the principal, vice principal, and english teacher. The interview can be in the form of dialog or oral question and answer by using open-ended questions.

c. Documentation Checklists

Relevant documents such as *Modul Ajar*, Books, and references.

E. Data Collection Technique

In this study, data collection will use the following data collection techniques and tools:

a. Observation

Observation is the systematic observation and recording of symptoms or conditions to be studied. In this case, the researcher directly observes the activities of the Implementation of *"Kurikulum Merdeka"* in Teaching English at SMP Negeri 7 Kotamobagu.

b. Interview

Interview is a data collection communication by communicating with the data source. The communication can be in the form of dialog or oral question and answer. In this case, the researcher was conduct interviews with the Principal of SMP Negeri 7 Kotamobagu, Vice Principal for Curriculum, English Teacher and using open and structured questions. The data obtained is in-depth information about the Implementation of *"Kurikulum Merdeka"*in Teaching English at SMP Negeri 7 Kotamobagu.

c. Documentation

Documentation is used to obtain information related to the Implementation of *"Kurikulum Merdeka"* in Teaching English at SMP Negeri 7 Kotamobagu. Data collection techniques with documentation are show to research subjects in the form of books, Modul Ajar, photos, and other relevant data.

F. Technique of Data Analysis

Miles and Huberman , suggest that activities in qualitative data analysis are carried out interactively and take place continuously until completion, so that the data is saturated. Activities in data analysis, namely data reduction, data display, and conclusion drawing/verification.[34]

a. Data Reduction

Reducing data means summarizing, selecting and choosing the main things, focusing on the important things, looking for themes and patterns. Thus the data that has been reduced will provide a clearer picture, and make it easier for researchers to conduct further data collection, and search for it if needed. Data reduction can be assisted with electronic equipment such as mini computers, by providing codes on certain aspects. In this study, researchers will summarize all important information that researcher get from observation, interviews and documentation from sources related to

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[34] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Cet 3; Bandung: Alfabeta, 2021), p. 321-329

Implementation of *Kurikulum Merdeka* in teaching english at SMP Negeri 7 Kotamobagu.

b. Data Display

In qualitative research, data display can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. In this case Miles and Huberman state "the most frequent form of display data for qualitative research data in the past has been narrative text". The most often used to present data in qualitative research is with narrative text.

c. Conclusion Drawing/Verification

Conclusions in qualitative research may be able to answer the formulation of problems formulated from the start, but maybe not, because as has been stated that the problems and problem formulations in qualitative research are still temporary and will develop after the research is in the field.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

Based on the research that was conducted at the seventh grade SMP Negeri 7 Kotamobagu. The research found the result of how the implementation of *''Kurikulum Merdeka''* in Teaching English, what are the challenges faced by the teacher in the process of implementing the *"Kurikulum Merdeka"* in teaching english and what are the institution efforts to overcome the challenges faced by the teacher. The researcher collected the data through observation, interview, and documentation.

Observation were carried out to observe the physical condition that occurred in the field and also to find out wheter SMP Negeri 7 Kotamobagy has implemented the *Kurikulum Merdeka* in particular in the teaching of english language or not. After doing the preliminary research, it was know that SMP Negeri 7 Kotamobagu has implemented the *Kurikulum Merdeka* since the school year 2023-2024 and began to be implemented in the seventh grade. After collecting data and conducting field observations at the SMP Negeri 7 Kotamobagu, the researchers reported that the field observations were carried out in accordance with the data sources that the researcher discovered during the field, which showed that the SMP Negeri 7 Kotamobagu implemented the *Kurikulum Merdeka* in the teaching of english, which has persisted to this day.

During the research process, the reseracher employs notebooks, cameras, and other equipment. Noteboos are used to write relevant information that the researcher gather while observing. Then, the camera is used to document the research proccess by taking pictures, while the recorder is used to interview the sources.

Based on the data collected through interviews with several sources and supplemented with direct observations and documentation, the results of the study are as follows:

1. **Implementation of ''Kurikulum Merdeka'' in Teaching English at SMP Negeri 7 Kotamobagu**

"Kurikulum Merdeka" is a new policy program of the Ministry of Education and Culture of the Republik of Indonesia *(Kemendikbud RI)* launched by the Minister of Education and Culture of the Indonesian Advanced Indonesia Cabinet Nadiem A. Makarim. An*"Kurikulum Merdeka"* is a curriculum that gives freedom to school to explore their abilities according to their facilities, inputs and resources, and gives freedom to teachers to deliver essential and urgent material. And most importantly, it provides a wide and free space for students to further maximize their potential in order to obtain maximum educational results. *Kurikulum Merdeka* basically provides freedom of learning, which means that educational development must create a pleasant atmosphere.[35]

The implementation of *Kurikulum Merdeka* at SMP Negeri 7 Kotamobagu began in the 2023-2024 school year. This *Kurikulum Merdeka* is implemted in schools gradually, starting in the seventh grade. After participating in the submission to implement the *Kurikulum Merdeka* and passing according to the criteria, the status as a *Mandiri Berubah* means that it can be implemented in the seventh grade. In its implementation, there is a project to strengthen the *Profil Pelajar Pancasila*, commonly known as P5.

The explanation above is accordance with the statement of Nelma Laoh, S.Pd as Head of the SMP Negeri 7 Kotamobagu, which is as follows:

> "The *Kurikulum Merdeka* has been implemented since the odd semester of 2023, so at this time only the seventh grade is implementing it because of the direction from the agency,

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[35] Muhammad Reza Arviansyah and Ageng Shagena, "Efektiitas dan Peran dari Guru dalam Kurikulum Merdeka Belajar," *Lentera: Jurnal Ilmiah Kependidikan* 17, no. 1, (2022): p. 46

which must be in stages. It can not be implemented at once. Later in the school year, in July 2024-2025, it will be with the eight grade, so there are already two levels. In the *Kurikulum Merdeka,* there is a project to strengthen the *Profil Pelajar Pancasila*''.[36]

The same thing was also confirmed directly by Mr. Meigi Mokoginta S.Pd, as the Vice Principal for Curriculum Affairs, as follows:

"SMP Negeri 7 Kotamobagu began implementing the *Kurikulum Merdeka* starting from the 2023-2024 school year. It was implemented in stages and at one lovel, namely seventh grade. In the next school year 2024-2025 it was eight garde, so it was already two levels. Before implementing the *Kurikulum Merdeka,* we sort of entered the submission and then passed according to the criteria. Therefore, we could implement the *Kurikulum Merdeka* with a Mandiri Berubah status, which means that it can be implemented in seventh grade. SMP Negeri 7 Kotamobagu has P5 activities".[37]

Based on the guidlines for the stages of implementation of *Kurikulum Merdeka* in education units issued by the BSKAP of the Ministry of Education and Culture, in curriculum implementation there are planning, implementation, and evaluation, namely as follows:[38]

a. Planning

The planning stages in Kurikulum Merdeka include designing the *Modul Ajar*, the use and development of teaching tools. The planning stages contains teacher preparation in preparing the learning process including *Modul Ajar*. As an interview with Mrs. Hasira Mokoginta M.Pd, as an English teacher said:

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[36] Nelma Laoh S.Pd, Principal of SMP Negeri 7 Kotamobagu, *interview,* Kotamobagu, 22 May 2024

[37] Meigi Mokoginta S.Pd, Vice Principal for Curriculum Affairs, *interview,* Kotamobagu, 22 May 2024

[38] https://Kurikulum.Kemendikbud.go.id, accessed on Sunday 27 Mei 2024

"Before starting the lesson, I prepare the *Modul Ajar* that has been previously designed in accordance with the guidelines from the Ministry of Education, Culture, and Research. The *Modul Ajar* contains all the learning steps. Then, for the media, I have prepared a picture on the blackboard. After that, I print it first, then I paste it on the blackboard. I explained the prepared media and then gave worksheets and evaluations again. In addition, I prepare my daily journal during teaching, so this daily journal contains my teaching activities as well as the seventh grade english book". [39]

Based on the teacher's answer, the english teacher at SMP Negeri 7 Kotamobagu made *Modul Ajar* based on the guidelines from the Ministry of Education and Research, so that the Modul Ajar are what the teacher use to teach.

The teacher's preparation of the material to be taught in the *Kurikulum Merdeka* is tailored to the need of students. Therefore, it must refer to the English for Nusantara book and the *Modul Ajar.* This was revealed directly by Mrs. Hasira Mokoginta M.Pd, and is as follows:

"Kurikulum Merdeka is student-centered, so all the materials are designed according to the meed of students who refer to the book English for Nusantara. Besides, I have drawn up a *Modul Ajar* for me to use as a guide in the teaching process. In this school, students are more likely to like learning in groups". [40]

In achieving the standard of competence of graduates in learning english in seventh grade on the *Kurikulum Merdeka,* the teacher strives to design learning activities as best and as interesting as possible, starting from the *Modul Ajar,* learning media such as LKDP, and so on. The statement is in line with the explanation of Mrs. Hasira Mokoginta M.Pd, as an english teacher.

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[39] Hasira Mokoginta M.Pd, English Teacher of SMP Negeri 7 Kotamobagu, *interview,* Kotamobagu, 21 May 2024

[40] Hasira Mokoginta M.Pd, English Teacher of SMP Negeri 7 Kotamobagu, *interview,* Kotamobagu, 21 May 2024

"I always strive to achieve the graduation competency standards by designning *Modul Ajar* as interesting as possible. This *Modul Ajar* contains learning outcomes and learning objectives, material, and *Profil Pelajar Pancasila* so that students are not bored during the learning process, and I also prepare learning media such as LKPD". [41]

b. Implementation

The implementation stages contains how the process of implementing the *Kurikulum Merdeka* in teaching english at SMP Negeri 7 Kotamobagu especially in seventh grade. SMP Negeri 7 Kotamobagu has integrated the *Kurikulum Merdeka* as one of its educational curricula. The implementation of this curriculum begins in the school year 2023-2024 and has been implemented in the seventh grade. The interview with Mrs. Hasira Mokoginta M.Pd, as an english teacher revealed that:

"I started teaching english using the *Kurikulum Merdeka* starting in the school year 2023-2024 and implemented it in the seventh grade. The implementation of this curriculum is done gradually according to the instruction of the Ministry. Therefore, the implementation starts in the seventh grade".[42]

From the results of the interview above, it can be concluded that in the implementation of *Kurikulum Merdeka* in the SMP Negeri 7 Kotamobagu, it was implemented in the seventh grade and implemented gradually. The implementation of the *Kurikulum Merdeka* is almost the same as the 2013 curriculum. The interview with Mrs. Hasira Mokoginta, M.P.D., as an English teacher revealed that:

"The implementation of the *Kurikulum Merdeka* is almost the same, but in the *Kurikulum Merdeka,* this is more

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[41] Hasira Mokoginta M.Pd, English Teacher of SMP Negeri 7 Kotamobagu, *interview,* Kotamobagu, 21 May 2024

[42] Hasira Mokoginta M.Pd, English Teacher of SMP Negeri 7 Kotamobagu, *interview,* Kotamobagu, 21 May 2024

focused on the students, so the students are involved a lot in this learning".

Similar things are also confirmed by Mrs. Nelma Laoh S.Pd as the Principal of SMP Negeri 7 Kotamobagu State, as follows:

> "Kurikulum 2013 with the *Kurikulum Merdeka* is not much different; in the *Kurikulum Merdeka*, the center of its learning is located on the students, so all the learning process is centered on the student".[43]

Mr. Meigi Mokoginta S.Pd as the Vice Principal for Curriculum Affairs, also said something similar:

> "The implementation of the Kurikulum Merdeka in seventh grade is more student-centered, so students are given the freedom to learn according to their abilities". [44]

Based on the results of the interview above, it can be concluded that the *Kurikulum Merdeka* is not much different from the Curriculum 2013, but the *Kurikulum Merdeka* is more student-centered, and students are given freedom in the learning process.

In its implementation, there is a *Profil Pelajar Pancasila* that characterizes this *Kurikulum Merdeka*. This was conveyed by Mrs. Hasira Mokoginta S.Pd, as the English teacher, namely:

> "'So in the Kurikulum Merdeka there is a Profil Pelajar Pancasila, so its application in learning English in the classroom can be seen from, for example, in the Pancasila student profile, one of the dimensions is faith and devotion, so before starting the subject you have to pray first. Then, the dimesion of mutual cooperation, in its implementation in the classroom, when I tell then to do assignments in groups the they must help each other to complete the task. The independent dimension, in its implementation in the classroom, when I give individual assigments the students

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[43] Nelma Laoh S.Pd, Principal of SMP Negeri 7 Kotamobagu, *interview,* Kotamobagu, 22 May 2024

[44] Meigi Mokoginta S.Pd, Vice Principal for Curriculum Affairs, *interview,* Kotamobagu, 22 May 2024

are expected to be able to make assignment independently and not depend on others. I always ask student to be respectfull in class. I always give freedom to students to be crative so that they can think critically during the learning process. for example in the *Kurikulum Merdeka* there must be projects produced by students, so the theme of the *Profil Pelajar Pancasila* taken in the odd semester is one of local wisdom, so in English it is included in local wisdom, for example in local wisdom they mention the name of food in English. therefore in the *Kurikulum Merdeka* it is very student-centered".[45]

The same thing was also confirmed directly by Mr. Meigi Mokoginta S.Pd, as Vice Principal for Curriculum Affairs, as follows:

"The *Kurikulum Merdeka* focuses on students so they make projects where the project is a combination of several subjects, in the odd semester the theme taken is joint worship and the second is local wisdom where this project is a combination of subjects, and in even semester there is two themes namley voice democracy and entrepreneurship. the facilitator is the subject teacher and the implementation we take the system after KBM and is taken from one hour of each subject". [46]

In the classroom teaching process, teachers use books for English teaching. It is the following statement from Mrs. Hasira Mokoginta M.Pd:

"So I use the seventh grade English book as a source of teaching for students, and for media, we are still constrained by that". [47]

In the *Kurikulum Merdeka*, the graduate competency standards, or SKL, for English learning in seventh garde are the standards that must be achieved by students after completing

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[45] Hasira Mokoginta M.Pd, English Teacher of SMP Negeri 7 Kotamobagu, *interview,* Kotamobagu, 21 May 2024

[46] Meigi Mokoginta S.Pd, Vice Principal for Curriculum Affairs, *interview,* Kotamobagu, 22 May 2024

[47] Hasira Mokoginta M.Pd, English Teacher of SMP Negeri 7 Kotamobagu, *interview,* Kotamobagu, 21 May 2024

learning. The SKL also includes competencies in spiritual, social, knowledge and skills, attitudes, and basic competencies, and there is a strengthening of the *Profil Pelajar Pancasila.*

The explanation above is in accordance with the statement of Mrs. Hasira Mokoginta M.Pd,   as an English teacher, who revealed that:

> "So the competency standards for seventh grade English learning graduates in the *Kurikulum Merdeka* are standards that must be achieved after the end of the learning process and also include competencies in spiritual, social, knowledge and skills, attitudes, and basic competencies that have been designed, and also in the *Kurikulum Merdeka* there is a strengthening of the *Profil Pelajar Pancasila*". [48]

The researcher perfomed class observation of english teacher at SMP Negeri 7 Kotamobagu tovknow about the implementation of *Kurikulum Merdeka* in Teaching English. The study was conducted three times, on May 17, 20 and 21, 2024. The learning implementation stage includes opening activities, main activities, and closing activities.

1) Implementation of teaching english in class VII A (meeting 1)
   a) Opening activities

   During opening activities, the teacher greets the students. Before beginning the class, the teacher encourages pupils to pray together, The teacher pays attention to the readiness of the learners, checking the attendance, neatness of clothes, and seating of the learners. After that the teacher motivates students to be enthusiastic during the learning process. Next, the teacher conveys the learning objectives, prepares all the equipment that will be used in the learning process. The teacher also makes apperception before starting learning.

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[48] Hasira Mokoginta M.Pd, English Teacher of SMP Negeri 7 Kotamobagu, *interview,* Kotamobagu, 21 May 2024

Table 4.1 : Opening activity in VII A at meeting 1

Activity	Description	Does	Doesn't	Description of activity
Opening	The teacher open the lesson with greetings and prayer	✔		Before starting the lesson, the teacher opens with greetings and asks one of the learners to come to the front of the class to pray together
	Pay attention to the readiness of student	✔		The teacher gives directions to the learners to remain orderly in the classroom
	Checked the attendance	✔		The teacher checks the attendance of the students
	Neatness of clothes, position and seating of students	✔		The teacher tells the learners to stand up and tidy up their clothes and seating
	The teacher motivates students to keep their enthusiasm in the learning process	✔		The teacher motivates students to keep their enthusiasm in the learning process
	Convey the learning objectives and activities to be carried out	✔		Before entering the core of learning, the teacher does not forget to convey the learning objectives that will be carried out during the learning process

	Teacher prepare the equipment that will be used in the learning process	✔		Teachers also prepare teaching modules, English books and writing utensils
	Aperception teacher can start learning by asking and reviewing previous material	✔		The teacher asks the students again about the material they have covered before
	Teacher asks deeper questions to direct to the subject to be studied	✔		After all of the above activities, the teacher begins to enter the core of learning by asking the meaning of the word "My House".

b) Main activity

During the main activity, the teacher shows a picture of a galang house, then discusses the parts of the house with the learners. The teacher asks learners to circle the rooms that they have in their respective houses. After that, the teacher reads the information in the wordbox to the learners while discussing what the information in the wordbox contains. The teacher explains the task in worksheet 3.2 for learners to do.

Tabel 4.2 : Main activity in VII A at meeting 1

Activity	Description	Does	Doesn't	Description of activity
Main	Teacher shows a picture of the Galang and his house in picture 3.1	✔		In this section the teacher has started to enter the core of learning. The teacher shows a picture that contains his house galang and tells students to pay attention to the picture
	Teacher discusses the parts of the house with students	✔		Then the teacher discusses the parts in the house so that students understand what is in the picture
	Teacher asks the student to circle the room that they have in their home	✔		After explaining the material to the learners, the teacher tells them to circle the rooms they have in their house.
	The teacher reads the information in the wordbox and explain what the information contains	✔		In this section, the teacher should have listened to the conversation that took place in the audio in question, but due to media limitations, therefore the teacher read the information in

				the wordbox related to the topic they discussed and explained the content of the information
	The teacher gives students th task in worksheet 3.2	✔		After that, the teacher asks the learners to answer the questions in worksheet 3.2 as an assessment.

c) Closing activity

During closing activities, the teacher drew conclusions and invited students to ask questions about the material that had been discussed and gave evaluations to students.

Tabel 4.3 : Closing activity in VII A at meeting 1

Activity	Description	Does	Doesn't	Description of activity
Closing	Teacher make conclusions or summaries of the material presented in one lesson.	✔		In this section the teacher makes conclusions related to learning at this meeting so that students better understand what they have discussed
	Question and answer about the material that has been studied	✔		The teacher conducts questions and answers with students related to the material that has

				been discussed
	Teacher evaluate the learning outcomes of the materials submitted to students.	✔		The teacher evaluates the students' work to be used as an assessment.
	Teacher ended the lesson and greeting		✔	In this section the teacher did not end the lesson with a greeting. The researcher tried to find out why there was no greeting at the end of the lesson, and then the teacher also said that the teacher forgot because there was preparation for the asssessment at school, so she was busy preparing for the assessment.

2) Implementation of teaching english in class VII B (meeting 2)

   a) Opening activity

       During opening activities, the teacher greets the students. Before beginning the class, the teacher encourages the pupils to pray together, pays attention to the readiness of the learners, checks the attendance, neatness of clothes, and seating of the learners. After that, the teacher motivates students to be enthusiastic during the learning process. Furthermore, the teacher conveys the learning objectives, prepares all equipment that will be used in the learning process. The teacher also makes apperception before starting learning.

Table 4.4 : Opening activity in VII B at meeting 2

Activity	Description	Does	Doesn't	Description of activity
Opening	The teacher open the lesson with greetings and prayer	✔		Before starting the lesson, the teacher opens with greetings and asks one of the learners to come to the front of the class to pray together
	Pay attention to the readiness of student	✔		The teacher gives directions to the learners to remain orderly in the classroom
	Checked the attendance	✔		The teacher checks the attendance of the students
	Neatness of clothes, position and seating of students	✔		The teacher tells the learners to stand up and tidy up their clothes and seating
	The teacher motivates students to keep their enthusiasm in the learning process	✔		The teacher motivates students to keep their enthusiasm in the learning process
	Convey the learning objectives and activities to be carried out	✔		Before entering the core of learning, the teacher does not forget to convey the learning objectives that will be carried out during the learning process

	Teacher prepare the equipment that will be used in the learning process	✔		Teachers also prepare teaching modules, English books and writing utensils
	Aperception teacher can start learning by asking and reviewing previous material	✔		The teacher asks the students again about the material they have covered before
	Teacher asks deeper questions to direct to the subject to be studied	✔		After all of the above activities, the teacher begins to enter the core of learning by asking the meaning of the word "Schedule".

b) Main activity

During the main activity, the teacher asks learners to listen to audio 4.3 after which the teacher explains what the content of the audio is. After that, the teacher asks the students to come forward in pairs and recite the dialog in audio 4.3. The teacher also tells the students to work on worksheet 4.4.

Tabel 4.5 : Main activity in VII B at meeting 2

Activity	Description	Does	Doesn't	Description of activity
Main	The teacher asked the pupils to read audio 4.3 about a student who wants to borrow his dictionary to learn english at school.	✔		In this section the teacher reads the audio script repeatedly up to 3 times so that students understand how the contents of the dialog in audio 4.3 this way the teacher does because of media limitations
	The teacher asks students to come foeward inpairs and recite the dialog in the audio 4.3	✔		Then the teacher explains the contents of the audio After that, the teacher asks learners to come forward in pairs to read the dialog in the audio script
	Teacher asks student to work on worksheet 4.4	✔		The teacher asks the learners to do the task in worksheet 4.4 by putting a check mark on the correct information and a cross on the wrong information

c) Closing activity

During closing activities, the teacher drew conclusions and invited students to ask questions about the material that had been discussed and gave evaluations to students. Finally, the teacher ended the lesson with greeting.

Tabel 4.6 : Closing activity in VII B at meeting 2

Activity	Description	Does	Doesn't	Description of activity
Closing	Teacher make conclusions or summaries of the material presented in one lesson.	✔		In this section the teacher makes conclusions related to learning at this meeting so that students better understand what they have discussed
	Question and answer about the material that has been studied	✔		The teacher conducts questions and answers with students related to the material that has been discussed
	Teacher evaluate the learning outcomes of the materials submitted to students.	✔		The teacher evaluates the students' work to be used as an assessment.
	Teacher ended the lesson and greeting	✔		The teacher ends the lesson with a greeting.

3) Implementation of teaching english in class VII A (meeting 3)

a) Opening activity

During opening activities, the teacher greets the students. Before beginning the class, the teacher encourages the pupils to pray together, pays attention to the readiness of the learners, checks the

attendance, neatness of clothes, and seating of the learners. After that, the teacher motivates students to be enthusiastic during the learning process. Furthermore, the teacher conveys the learning objectives, prepares all equipment that will be used in the learning process. The teacher also makes apperception before starting learning.

Table 4.7 : Opening activity in VII A at meeting 3

Activity	Description	Does	Doesn't	Description of activity
Opening	The teacher open the lesson with greetings and prayer	✔		Before starting the lesson, the teacher opens with greetings and asks one of the learners to come to the front of the class to pray together
	Pay attention to the readiness of student	✔		The teacher gives directions to the learners to remain orderly in the classroom
	Checked the attendance	✔		The teacher checks the attendance of the students
	Neatness of clothes, position and seating of students	✔		The teacher tells the learners to stand up and tidy up their clothes and seating
	The teacher motivates students to keep their enthusiasm in the learning process	✔		The teacher motivates students to keep their enthusiasm in the learning process

	Convey the learning objectives and activities to be carried out	✔		Before entering the core of learning, the teacher does not forget to convey the learning objectives that will be carried out during the learning process
	Teacher prepare the equipment that will be used in the learning process	✔		Teachers also prepare teaching modules, English books and writing utensils
	Aperception teacher can start learning by asking and reviewing previous material	✔		The teacher asks the students again about the material they have covered before
	Teacher asks deeper questions to direct to the subject to be studied	✔		After all of the above activities, the teacher begins to enter the core of learning by asking the meaning of the word "Schedule".

b) Main activity

During the main activity, the teacher asks learners to listen to audio 4.4 which contains a conversation between learners about subjects at school and the time. After that, the teacher explains what the content of the audio is. The teacher asks the students to come forward in pairs and recite the dialog in audio 4.4.

Tabel 4.8 : Main activity in VII A at meeting 3

Activity	Description	Does	Doesn't	Description of activity
Main	The teacher asks students to listen to audio 4.4	✔		In this section the teacher reads the audio script repeatedly up to 3 times so that students understand how the contents of the dialog in audio 4.4 this way the teacher does because of media limitations
	The teacher asks students to come foeward inpairs and recite the dialog in the audio 4.4 Teacher asks student to work on worksheet 4.5	✔		Then the teacher explains the contents of the audio After that, the teacher asks learners to come forward in pairs to read the dialog in the audio script and The teacher asks the learners to do the task in worksheet 4.5.

c) Closing activity

During closing activities, the teacher drew conclusions and invited students to ask questions about the material that had been discussed and gave evaluations to students. Finally, the teacher ended the lesson with greeting.

Tabel 4.9 : Closing activity in VII A at meeting 3

Activity	Description	Does	Doesn't	Description of activity
Closing	Teacher make conclusions or summaries of the material presented in one lesson.	✔		In this section the teacher makes conclusions related to learning at this meeting so that students better understand what they have discussed
	Question and answer about the material that has been studied	✔		The teacher conducts questions and answers with students related to the material that has been discussed
	Teacher evaluate the learning outcomes of the materials submitted to students.	✔		The teacher evaluates the students' work to be used as an assessment.
	Teacher ended the lesson and greeting	✔		The teacher ends the lesson with a greeting.

In addition to the processes listed above, the teacher adjust the learning process based on student readines. Teacher differentiate learning learning materials based on student readiness, providing simple content for less prepared students.

c. Evaluation

The evaluation stage outlines how teachers conduct assessments based on the Kurikulum Merdeka guidelines. Interview with Maam Hasira Mokoginta, S.Pd as an english teacher, provided insight:

> "So for assessment, I do formative and summative assessments. The assessment I do at the beginning of learning and during the learning process is formative assessment, while the assessment I do at the end of learning or semester is summative assessment".[49]

The Kurikulum Merdeka incoporates formative and summative asssessments based on interviews. The researcher observed that teacher always use formative assessments during learning implementation. This allows teachers to track students' progress during the learning process.

Formative assessment is used to tailor learning to students' developmental phases, in addition to assessing their progress. Mrs.Hasira Mokoginta S.Pd issued the following statement:

> "In English learning, the emphasis is on formative assessment so that I, as a teacher, can design learning according to the stages of students." I evaluate them during the learning process, namely their activeness in discussion. In every meeting, there must be an assessment, so I will use the assessment at the end". [50]

2. **Challenges faced by the teacher in the process of implementing the *"Kurikulum Merdeka"* in teaching english**

SMP Negeri 7 Kotamobagu is one of the schools that has implemented the *Kurikulum Merdeka*. The implementation of this *Kurikulum Merdeka* began in the 2023–2024 school year and was implemented in the seventh grade. Because the implementation of this curriculum was only implemented in the 2023–2024 school year, the implementation is still gradual. On that basis, the school is still in the adjustment stage when implementing the *Kurikulum Merdeka* for the first time in their school, or, in other words, implementing while learning.

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[49] Hasira Mokoginta M.Pd, English Teacher of SMP Negeri 7 Kotamobagu, *interview,* Kotamobagu, 21 May 2024

[50] Hasira Mokoginta M.Pd, English Teacher of SMP Negeri 7 Kotamobagu, *interview,* Kotamobagu, 21 May 2024

The challenges faced by teachers are something that cannot be separated from a school program or activity. For this reason, there are several challenges faced by teachers during the teaching English process using the *Kurikulum Merdeka*. This is in accordance with the statement of Mrs. Hasira Mokoginta S.Pd, as the English subject teacher, namely:

> "In the *Modul Ajar* that I have made, which is in accordance with the Ministry of Education and Research guidelines. So the material in the module uses more audio; indirectly, there must be media that supports the material. In SMP Negeri 7 Kotamobagu, there is no media that can support this because of limited facilities; for example, there is no language laboratory". [51]

The same thing was also confirmed directly by the principal, Mrs. Nelma Laoh S.Pd, stated that:

> "Limited facilities are a challenge that this school faces; many materials must use media such as headsets and so on. Not only in English language learning but in all subjects where there is a link or audio material, we are still very limited". [52]

Another challenge faced by teachers while using the Kurikulum Merdeka in teaching English is the lack of direct training for teachers in implementing the Kurikulum Merdeka. This is in accordance with the statement of Mrs. Hasira Mokoginta S.Pd, as the English subject teacher, who stated that:

> "In the teaching process, I am still a little confused because, when this curriculum began to be implemented in this school, there was no direct training; therefore, I am still adjusting". [53]

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[51] Hasira Mokoginta M.Pd, English Teacher of SMP Negeri 7 Kotamobagu, *interview,* Kotamobagu, 21 May 2024

[52] Nelma Laoh S.Pd, Principal of SMP Negeri 7 Kotamobagu, *interview,* Kotamobagu, 22 May 2024

[53] Hasira Mokoginta M.Pd, English Teacher of SMP Negeri 7 Kotamobagu, *interview,* Kotamobagu, 21 May 2024

Not only English teachers, but the same thing was also confirmed by the vice principal for curriculum affairs, Mr. Meigi Mokoginta S.Pd, namely:

> "After applying to implement the Kurikulum Merdeka and finally passing, the next challenge is that there is no direct training on how to implement this curriculum specifically for each subject teacher". [54]

Based on the explanation above, the researcher concludes that the challenges faced by teachers during the teaching english process using the *Kurikulum Merdeka* are limited facilities and no direct training on the steps to implement the *Kurikulum Merdeka*.

3. **The institution's effort to overcome the challenges faced by the teacher**

The implementation of the *Kurikulum Merdeka* at SMP Negeri 7 Kotamobagu has been running since the 2023–2024 school year. In its implementation, there are certainly challenges faced, especially by English teacher. Therefore, to overcome the challenges faced by teachers, the school always tries its best to create a learning atmosphere that suits the needs of students. This is in accordance with the statement by the principal, Mrs. Nelma Laoh S.Pd, namely:

> "When holding meetings with teachers, I always ask how the learning process is going in the classroom, and I give each teacher the opportunity to express their complaints. In the process of the meeting, the teacher conveyed the challenges he faced. The first was the limited facilities, and the second was the lack of direct training on how to implement this *Kurikulum Merdeka* in teaching. Therefore, if the challenge is in the facilities, then I told them to use LKPD. We can modify the LKPD so that we show the conversation in the audio through colorful pictures so that it can attract students to learn. So what students cannot see in the video or hear, they can observe using LKPD. I give freedom to teachers to be creative in making the

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[54] Meigi Mokoginta S.Pd, Vice Principal for Curriculum Affairs, *interview,* Kotamobagu, 22 May 2024

LKPD. There are many interesting image media on the internet, for example, Canva".[55]

In addition, if the challenge is that there is no direct training related to the ways of implementing this curriculum, Mr. Meigi Mokoginta, as Vice Principal for Curriculum Affairs, stated that the efforts they made were as follows:

> "In implementing this curriculum, there is no direct training, so our effort is to participate in the training through the Platform Merdeka Mengajar, or PMM, which can be accessed via cellphone. In PMM, the steps and materials have been arranged. For example, first we will learn what the *Kurikulum Merdeka* is. After that, there are tasks or real actions. From this task, if it meets the standards, we will get a certificate.After that, enter the next material, and so on. In addition, here in Kotamobagu, there is also a *Sekolah Penggerak* that implements the first *Kurikulum Merdeka*, so we coordinate with them every month. Over time, we coordinate with the *sekolah penggerak* and also participate in training through PMM. Thank God it has developed". [56]

B. Discussion

Based on the research findings presented earlier, we can find out that the implementation of *Kurikulum Merdeka* in teaching English is as follows:

1. **The implementation of *"Kurikulum Merdeka"* in Teaching English at SMP Negeri 7 Kotamobagu**

    Based on the guidlines for the stages of implementation of *Kurikulum Merdeka* in education units issued by the BSKAP of the Ministry of Education and Culture, in curriculum implementation there are planning, implementation, and evaluation, namely as follows:[57]

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[55] Nelma Laoh S.Pd, Principal of SMP Negeri 7 Kotamobagu, *interview,* Kotamobagu, 22 May 2024

[56] Meigi Mokoginta S.Pd, Vice Principal for Curriculum Affairs, *interview,* Kotamobagu, 22 May 2024

[57] https://Kurikulum.Kemendikbud.go.id, accessed on Sunday 27 May 2024

a. Planning

During the planning step, the teacher develops *Modul Ajar*. Based on the findings, the teacher create Modul Ajar using school's templates. Education unit can employ numerous teaching resources, such as *Modul Ajar* with different components and forms to meet the unique needs of their students. It is in line with the previous study that in planning stage the teacher create *Modul Ajar* in teaching learning process. [58]

b. Implementation

Based on Permendikbudristek No. 12 of 2024, it contains the implementation of the *Kurikulum Merdeka* as a curriculum that applies to early childhood education, primary education, and secondary education. Since its launch in 2022, more than 300,000 education units have implemented the *Kurikulum Merdeka* voluntarily.[59] Based on the findings above, SMP Negeri 7 Kotamobagu is one of the schools that has implemented the *Kurikulum Merdeka* in the academic year 2023-2024, namely in the first year by implementing it in the seventh grade because of its gradual implementation.

The teacher has implemented the *Kurikulum Merdeka* throughout the teaching and learning process, including the opening, implementation, and closing stages. Based on the findings that have been presented, the teacher's activities in the classroom have been detailed in the *Modul Ajar*, which is in accordance with the guidelines from the Ministry of Education and Research. The learning process in the *Kurikulum Merdeka* is student-centered. Therefore, teachers always

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[58] Arum Ambar Sari, 'The Implementation Of Merdeka Curriculum In English Teaching Learning At The Seventh Grade Of Smpit Insan Mulia Surakarta In The Academic Year 2022/2023'' (Thesis, Faculty Of Cultures And Languages Uin Raden Mas Said Surakarta, 2023). P. 87

[59] https://kurikulum.kemdikbud.go.id/peraturan-mendikbudristek-no12-tahun-2024, go.id, accssed on May 28 2024

try to create learning that suits the needs of students. This is in line with the characteristics of *Kurikulum Merdeka* in Teaching English namely english language instruction uses a variety of texts, the teacher has the option to select the type of material he wants to teach based on the conditions in the classroom, the learning process is learner centered method, and the emphasis on a student's general english language development varies depending on their competence level. [60]

The implementation of the *Kurikulum Merdeka* also emphasizes the *Profil Pelajar Pancasila*. *Profil Pelajar Pancasila* is the set of character values and competencies that students are expected to have as a result of learning activities in accordance with the noble values of Pancasila. In addition, the *Profil Pelajar Pancasila* is a direction for educators and students in Indonesia.[61] Based on the findings above, the *Profil Pelajar Pancasila* has been implemented in teaching English. As for some of them, such as in the dimension of faith, fear of God Almighty, and noble character, one of the implementation in the classroom is greetings and praying before and after learning. Besides that, there is listening material that support the *Profil Pelajar Pancasila* in the first dimesion of faith, fear of God Almighty, and noble character, which in picture 6 shows religious activities. The second dimension is global diversity, one of the implementation in the classroom is respect for each other, not demonizing each other. In this dimension there is also listening material that support the *Profil Pelajar Pancasila* which in picture 2 shows culture. But, because there are limitation in the classroom then, the teacher skips the material it can be see in appendix 7. The third dimension is mutual cooperation, one of the implementation in the classroom is group assignments, in group assignments student must help each other in doing the assignment. The

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[60] Nisrina Muslimah Asyhadiyah, "The Implementation Of Kurikulum Merdeka In Teaching English For Seventh Grade At SMPN 3 Kediri", p. 28-29

[61] Ditpsd. Kemdikbud. go.id, accessed on Sunday 12 Mei 2024

fourth dimension is independent, one of the implementation in the classroom is individual assignment, in individual assignment students must work independently and not depend on others. The fifth dimension is critical reasoning, one of the implementation in the classroom is that during learning the students are required to be active in asking questions so that they can get the necessary information. And the last dimension is creativity, one of the implementation is that students make project, where the project is a work that will be held in the form of *"Gelar Karya P5.* It is in line with six dimension in *Profil Pelajar Pancasila* are faith,devotion to God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. [62]

There is one unique finding of this research that this school has also implemented one of the structure of *Kurikulum Merdeka* that is co-curricular program. One of them is *Profil Pelajar Pancasila,* in this Profil Pelajar Pancasila there must be a project where the project will be held. SMP Negeri 7 Kotamobagu takes two themes those are joint worship and local wisdom in odd semestter. English is included in the theme of local wisdom, for example the name of food in english. Then in the even semester the theme taken is the voice of democracy and entrepreneurship. Activitites in the voice of democracy such as the election of the student council chairman and activities in entrepreneurship that is market days which are attendes by all classes but the one who is the implementer is seventh grade because seventh garde implement the *Kurikulum Merdeka.* It is in line with one of the structure of *Kurikulum Merdeka* that is co-curricular program that are carried out as a strengthening or deepening of intracurricular activities.

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[62] Ditpsd. Kemdikbud. Go.id, accessed on Friday 31 May 2024

These program include activities that can strengthen student character. One of them is *Profil Pelajar Pancasila.* [63]

c. Evaluation

The evaluation stage outlines how teachers conduct assessments based on the *Kurikulum Merdeka* guidelines. Based on the findings above, English teachers at SMP Negeri 7 Kotamobagu conduct assessments in the *Kurikulum Merdeka*, including formative and summative assessments. Formative assessment is an assessment carried out at the beginning of learning or during the learning process. On the one hand, summative assessment is carried out at the end of learning. This is intended as a process for evaluating the achievement of learning objectives. It is in line with previous study that the teacher conduct assessment with formative and summative assesments. [64]

2. Challenges faced by the teacher in the process of implementing *Kurikulum Merdeka* in Teaching English

As a new policy, surely in its implementation there will be some challenges that occur as an adaptation process. Likewise, the implementation of the *Kurikulum Merdeka* in teaching English at SMP Negeri 7 Kotamobagu. From the results of observations and interviews with informants, researchers found that challenges in implementing the *Kurikulum Merdeka* in English language learning at SMP Negeri 7 Kotamobagu. These challenges are; first, limited facilities In the learning process, this *Kurikulum Merdeka* contains material that requires supporting facilities. It is in line with the definition of *Kurikulum Merdeka*

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[63] https://pak.pandani.web.id/2022/06/pengertian-kegiatan-intrakurikuler.html, accessed on Friday 31 May 2024

[64] Arum Ambar Sari, 'The Implementation Of Merdeka Curriculum In English Teaching Learning At The Seventh Grade Of Smpit Insan Mulia Surakarta In The Academic Year 2022/2023'' (Thesis, Faculty Of Cultures And Languages Uin Raden Mas Said Surakarta, 2023). P. 92

that is *Kurikulum Merdeka* is a curriculum that gives freedom to school to explore their abilities accirding to theirs facilities, inputs and resources, and gives freedom to teacher to deliveer essential material.[65] Second, There is no direct training related to the implementation of the *Kurikulum Merdeka* In the process of implementing this curriculum, teachers and other educators do not receive direct training. On that basis, in the process of implementing it, teachers are still in the process of adjusting.

3. **Intitution's effort to overcome the challenges faced by the teacher in the process of implementing *Kurikulum Merdeka* in Teaching English**

In the process of implementing the *Kurikulum Merdeka*, which is relatively new, it is certainly inseparable from the existing challenges. Therefore, the following are some of the efforts made by the school to cover this, namely based on the findings above, which say that the obstacles experienced by teachers during the implementation process are: limited facilities and no direct training related to the implementation of the *Kurikulum Merdeka*. In terms of limited facilities, the school proposes to use LKPD; this aims to attract the attention of students. Because the LKPD contains material that students cannot see or hear, it can be observed through the LKPD. It is in line with the *Kurikulum Merdeka* is designed to provide flexibility for educators to create quality learning that suits the needs and learning environment of students[66]. This is relates to minimize the limited facilities.

In addition, in the event that there is no direct training related to the implementation of the *Kurikulum Merdeka* , the school proposes that

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[65] Muhammad Reza Arviansyah and Ageng Shagena, "Efektifitas dan Peran dari Guru dalam Kurikulum Merdeka Belajarr," *Lentera: Jurnal Ilmiah Kependidikan* 17, no. 1, (2022): p. 46

[66]Jamilatun Nafi'ah, Dukan Jauhari Faruq, and Siti Mutmainah, "Karakteristik Pembelajaran Pada Kurikulum Merdeka Belajar di Madrasah Ibtidaiyah,'' *Pembelajaran Pada Karakteristik Kurikulum, Jurnal Auladuna,* 5, no 1 (2023): p. 4

teachers take part in PMM, it is intended that teachers can still take part in training and can be accessed via cellphone so that it is easier to access it. PMM is a technology platform provided to become a driving friend for teacher and principals in teaching, learning, and working. The *Platform Merdeka Mengajar* was also built to support the implementation of the *Kurikulum Merdeka,* so that it can help teachers get references, inspiration, and understanding in implementing the *Kurikulum Merdeka.*[67] Besides that SMP Negeri 7 Kotamobagu always coordinates every month with *Sekolah Penggerak.*

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[67] https://guru.kemdikbud.go.id/ accessed on Monday 10 June 2024

CHAPTER V

CONCLUSION

A. Conclusion

1. From the results of research on the implementation of the *Kurikulum Merdeka* in teaching English at SMP Negeri 7 Kotamobagu, it can be concluded that the *Kurikulum Merdeka* in teaching English has been implemented. The implementation of the *Kurikulum Merdeka* in teaching English at SMP Negeri 7 Kotamobagu has been implemented in school year 2023-2024 and implement in seventh grade. The teacher create *Modul Ajar* in the planning stage. The implementation of *Kurikulum Merdeka* in teaching english also emphasizes the six dimension of *Profil Pelajar Pancasila.* As for some of them, such as the teacher associating with every teaching and learning process. The teacher conduct the assesments in the *Kurikulum Merdeka,* including formative and summative assessments.

2. The Challenges faced by the teacher in the process of implementing the *Kurikulum Merdeka* are Limited facilities and there is no direct training but they got online training for using *Kurikulum Merdeka* for the teacher related to the implementation of the *Kurikulum Merdeka*

3. In addition, Institution efforts to overcome the challenges faced by the teacher, namely used LKPD for students, then participating in PMM, which can be accessed via cellphone, and coordinating with the driving school every month.

B. Suggestions

1. For the school

   The implementation of the *Kurikulum Merdeka* in teaching English has gone well. This can be used as a reference for even better implementation, considering that the experience that schools get from implementing the *Kurikulum Merdeka* can be used as an evaluation to implement this *Kurikulum Merdeka* even better.

2. For teacher

Teachers can monitor students better or pay special attention to them to create an effective learning process.

3. For Future researcher

This research are limited to investigating the implementation of *Kurikulum Merdeka* in teaching english, discovering the challenges faced by the teacher, and describing the institution's effort to overcome the challenges. Future researcher can focus on the implementation of each dimension of the *Profil Pelajar Pancasila* in teaching english. Besides that, future researchers can also focus on english teaching strategies using a *Kurikulum Merdeka*.

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APPENDIX

Appendix 1: Research Permit Application Form

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Dr.S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 860616 Manado 95128

Nomor : B-704/In. 25/F.II/TL.00.1/ V /2024   Manado,14 Mei 2024
Lamp : -
Hal   : Permohonan Izin Penelitian

Kepada Yth :
Kepala SMP Negeri Tujuh Kotamobagu
Di
        Tempat

Assalamu 'alaikum Wr. Wb.
Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini:

Nama	:	Andini Mamonto
Nim	:	20126004
Semester	:	VIII (Delapan)
Prodi	:	Tadris Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan

Bermaksud melakukan penelitian di lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul" *The Implementation Of " Kurikulum Merdeka " In Teaching English At SMP Negeri 7 Kotamobagu* "Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan dengan Dosen Pembimbing:

1. Dr. Andi Mukarramah Nagauleng, M.Pd
2. Indah Wardaty Saud, M.Pd

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan Mei s.d Juli 2024.

Demikian permohonan ini, atas perhatian dan kerjasamanya yang baik diucapkan terima kasih. *Wassalam Wr. Wb*

Dekan,

Arhanuddin

Tembusan :
1. Rektor IAIN Manado sebagai Laporan
2. Kabag TU FTIK IAIN Manado
3. Kaprodi MPI/ FTIK IAIN Manado
4. Arsip

Appendix 2: Research Completion Letter

PEMERINTAH KOTA KOTAMOBAGU
DINAS PENDIDIKAN
SMP NEGERI 7 KOTAMOBAGU
Jl. Siswa Bilalang II, Kotamobagu Utara, Kotamobagu 95711
Telepon (0434) 23274, e-mail: smpn7kotamobagu@ymail.com

SURAT KETERANGAN TELAH SELESAI MELAKSANAKAN PENELITIAN

Nomor : 003 /C.2/SMPN 7 Ktg/V/2024

Yang bertanda tangan dibawah ini :

Nama	: Nelma Laoh, S.Pd
N I P	: 19720316 200604 2 005
Jabatan	: Kepala Sekolah

Menerangkan bahwa nama berikut ini :

Nama	: **Andini Mamonto**
NIM	: 20126004
Prodi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Universitas	: IAIN Manado

Telah melaksanakan penelitian di SMP Negeri 7 Kotamobagu, dengan judul penelitian *The Implementation of "Kurikulum Merdeka" in Teaching English at SMP Negeri 7 Kotamobagu.*

Demikian Surat Keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Kotamobagu, 22 Mei 2024
Kepala Sekolah,

Nelma Laoh, S.Pd
NIP 19720316 200604 2 005

Appendix 3: Observation Sheet

The observation below based on kemendikbud[68]

Activity	Description	Does	Doesn't	Description of activity
Opening	The teacher open the lesson with greetings and prayer	✔		Before starting the lesson, the teacher opens with greetings and asks one of the learners to come to the front of the class to pray together
	Pay attention to the readiness of student	✔		The teacher gives directions to the learners to remain orderly in the classroom
	Checked the attendance	✔		The teacher checks the attendance of the students
	Neatness of clothes, position and seating of students	✔		The teacher tells the learners to stand up and tidy up their clothes and seating
	The teacher motivates students to keep their enthusiasm in the learning process	✔		The teacher motivates students to keep their enthusiasm in the learning process
	Convey the learning objectives and activities to be carried out	✔		Before entering the core of learning, the teacher does not forget to convey the learning objectives that will be carried out during the learning process
	Teacher prepare the equipment that will be used in the learning process	✔		Teachers also prepare teaching modules, English books and writing utensils
	Aperception teacher can start learning by asking and reviewing previous material	✔		The teacher asks the students again about the material they have covered before

[68] https://guru.kemdikbud.go.id/perangkat-ajar/MODUL_AJAR accessed on Wednesday 1 May 2024

	Teacher asks deeper questions to direct to the subject to be studied	✔		After all of the above activities, the teacher begins to enter the core of learning by asking the meaning of the word "My House".
Main Activity	Meeting 1			
	- Teacher shows a picture of the Galang and his house in picture 3.1	✔		In this section the teacher has started to enter the core of learning. The teacher shows a picture that contains his house galang and tells students to pay attention to the picture
	- Teacher discusses the parts of the house with students	✔		Then the teacher discusses the parts in the house so that students understand what is in the picture
	- Teacher asks the student to circle the room that they have in their home	✔		After explaining the material to the learners, the teacher tells them to circle the rooms they have in their house.
	- The teacher reads the information in the wordbox and explain what the information contains	✔		In this section, the teacher should have listened to the conversation that took place in the audio in question, but due to media limitations, therefore the teacher read the information in the wordbox related to the topic they discussed and explained the content of the information
	- The reacher gives students the task in worksheet 3.2	✔		After that, the teacher asks the learners to answer the questions in worksheet 3.2 as an assessment.

	Meeting 2			
	- The teacher asked the pupils to read audio 4.3 about a student who wants to borrow his dictionary to learn english at school.	✔		In this section the teacher reads the audio script repeatedly up to 3 times so that students understand how the contents of the dialog in audio 4.3 this way the teacher does because of media limitations
	- The teacher asks students to come foeward inpairs and recite the dialog in the audio 4.3	✔		Then the teacher explains the contents of the audio After that, the teacher asks learners to come forward in pairs to read the dialog in the audio script
	Meeting 3			
	- The teacher asks students to listen to audio 4.4	✔		In this section the teacher reads the audio script repeatedly up to 3 times so that students understand how the contents of the dialog in audio 4.4 this way the teacher does because of media limitations
	- The teacher asks students to come foeward inpairs and recite the dialog in the audio 4.4 Teacher asks student to work on worksheet 4.5	✔		Then the teacher explains the contents of the audio After that, the teacher asks learners to come forward in pairs to read the dialog in the audio script and The teacher asks the learners to do the task in worksheet 4.5.
Closing	- Teacher make conclusions or summaries of the material presented in one lesson.	✔		In this section the teacher makes conclusions related to learning at this meeting so that

				students better understand what they have discussed
	- Question and answer about the material that has been studied	✔		The teacher conducts questions and answers with students related to the material that has been discussed
	- Teacher evaluate the learning outcomes of the materials submitted to students.	✔		The teacher evaluates the students' work to be used as an assessment.
	- Teacher ended the lesson and greeting	✔		The teacher ends the lesson with a greeting.

Appendix 4: Interview Guidelines

Interview guidline for english teacher

The list of interview questions serves to answer the research problem entitled

"The Implementation of Kurikulum Merdeka in English Teaching" is as

follows:[69]

SUB INDICATOR	QUESTION	ANSWER
Standar Kompetensi Lulusan Standar of Graduates' Competence	What are the Graduate Competency Standards in learning English in grade 7? *Bagaimana Standar Kom petensi Lulusan dalam pembelajaran Bahasa Ing gris di kelas 7?*	
	What are the things being pursued to achieve the competency standards of graduates learning English for grade 7 in the Kurikulu Merdeka? *Apa saja hal-hal yang diupayakan demi mencapa i SKL pembelajaran Baha sa Inggris kelas 7 di Kurikulum Merdeka?*	
	What are the challenges faced when achieving the target of the national education standard? How to overcome it? *Apa saja tantangan yang dihadapi ketika pencapaia n target SKL tersebut? Bagaimana cara*	

[69] Nadia Rahmadhani, ''The Implementation of English Language Teaching in the Merdeka Curriculum Setting at SMP NU Bululawang'' (Thesis, Faculty of Education and Teacher Training Maulana Malik Ibrahim State Islamic University Malang, 2023),p. 92-94

	mengatasi nya?	
Standar Isi Standard of Content	Is there a specific book or module used as a material guideline? *Adakah buku/modul khusus yang digunakan sebagai pedoman materi?*	
	When did you start teaching english using kurikulum merdeka? *Sejak kapan mulai mengajar menggunakan kurikulum merdeka?*	
	Does the material teach to match the needs of students? *Apakah materi yang diajarkan sesuai dengan kebutuhan siswa?*	
	How is the implementation of the Kurikulum Merdeka in English Teaching? *Bagaimana penerapan Kuri kulum merdeka dalam pengajaran bahasa inggris?*	
	Are there any challenges during the english teaching process using kurikulum merdeka? And what efforts to overcome the challenges? *Apakah terdapat tantangan selama proses pengajaran Bahasa Inggris menggu nakan kurikulum merdeka? Dan upaya apa yanh dilakukan untuk mengatasi tantangan tersebut?*	

Standar Proses Pendidikan Standard of Educational Process	How is the strengthening of the Pancasila student profile instilled in teaching English? *Bagaimana penguatan profil pelajar Pancasila ditanamkan pada pengajaran Bahasa Inggris?*	
	Is using the Merdeka Curriculum in learning English according to the needs and abilities of students? *Apakah dengan menggunakan Kurikulum Merdeka di pembelajaran Bahasa Inggris sesuai dengan kebutuhan dan kemampuan siswa?*	
	Are there co-curricular activities that can support students' English learning? *Adakah kegiatan ko-kuliuler yang dapat menunjang pembelajaran Bahasa Inggris siswa?*	
	Are there extracurricular activities at school that can support students' English skills? *Adakah kegiatan ekstrakulikuler di sekolah yang dapat menunjang kemampuan Bahasa Inggris siswa?*	
Standar Penilaian Pendidikan Standard of Educational Assessment	How the assesment in Kurikulum Merdeka? *Bagaimana assessment Bahasa Inggris di Kurikulum Merdeka?*	

Interview guidline for Principal and Vice Principal

1. Since when didi SMP Negeri 7 Kotamobagu implement the *Kurikulum Merdeka?*

2. Describe in general how the *Kurikulum Merdeka* is implemented in this school?

3. How are the contents of the *Profil Pelajar Pancasila* conveyed or socialized at school?

4. Have all levels implemented this curriculum?

5. In implementing this curriculum, what are the challenges faced by this school?

6. What is your efforts to overcome the challenges especially from english teacher?

Appendix 5: Documentation Checklist

Document	Yes	No
Modul Ajar	✔	
English Book	✔	
Pictures	✔	

Appendix 6: Transcript of the Interview

A. Informan Identity

    Name   : Hasira Mokoginta S.Pd

    Position   : English Teacher

No	Question	Answer
1.	When did you start teaching english using kurikulum merdeka? *Sejak kapan mulai mengajar menggunakan kurikulum merdeka?*	I started teaching english using the *Kurikulum Merdeka* starting in the school year 2023-2024 and implemented it in the seventh grade. The implementation of this curriculum is done gradually according to the instruction of the Ministry. Therefore, the implementation starts in the seventh grade
2.	What are the Graduate Competency Standards in learning English in grade 7? *Bagaimana Standar Kom petensi Lulusan dalam pembelajaran Bahasa Ing gris di kelas 7?*	So the competency standards for seventh grade English learning graduates in the *Kurikulum Merdeka* are standards that must be achieved after the end of the learning process and also include competencies in spiritual, social, knowledge and skills, attitudes, and basic competencies that have been designed, and also in the *Kurikulum Merdeka* there is a strengthening of the *Profil Pelajar Pancasila*
3.	What are the things being pursued to achieve the competency standards of graduates learning English for grade 7 in the Kurikulu	I always strive to achieve the graduation competency standards by designning *Modul Ajar* as interesting

	Merdeka? *Apa saja hal-hal yang diupayakan demi mencapa i SKL pembelajaran Baha sa Inggris kelas 7 di Kurikulum Merdeka?*	as possible. This *Modul Ajar* contains learning outcomes and learning objectives, material, and *Profil Pelajar Pancasila* so that students are not bored during the learning process, and I also prepare learning media such as LKPD
4.	Is there a specific book or module used as a material guideline? *Adakah buku/modul khus us yang digunakan sebag ai pedoman materi?*	Yes, I use a book from the Ministry of Education and Culture, the book English for Nusantara`
5.	Does the material teach to match the needs of students? *Apakah materi yang diajarkan sesuai dengan kebutuhan siswa?*	Kurikulum Merdeka is student-centered, so all the materials are designed according to the meed of students who refer to the book English for Nusantara. Besides, I have drawn up a *Modul Ajar* for me to use as a guide in the teaching process. In this school, students are more likely to like learning in groups
6.	Are there any challenges during the teaching english process using kurikulum merdeka? and what efforts to overcome the challenges? *Apakah terdapat tantang an selama proses penga jaran Bahasa Inggris menggu nakan kurikulum merdeka? Dan upaya apa yanh dilakukan untuk*	In the *Modul Ajar* that I have made, which is in accordance with the Ministry of Education and Research guidelines. So the material in the module uses more audio; indirectly, there must be media that supports the material. In SMP Negeri 7 Kotamobagu, there is no media that can support this because of limited

	mengatasi tantangan tersebut?	facilities; for example, there is no language laboratory. But I do not remain silent, if there is something that students cannot access such as conversations then I will read the conversation. Besides, In the teaching process, I am still a little confused because, when this curriculum began to be implemented in this school, there was no direct training; therefore, I am still adjusting. In terms of this challenges, I aways follow the direction of the principal to participate in PMM.
7.	How is the strengthening of the Pancasila student profile instilled in teaching English? *Bagaimana penguatan profil pelajar Pancasila ditanamkan pada pengajar an Bahasa Inggris?*	'So in the Kurikulum Merdeka there is a Profil Pelajar Pancasila, so its application in learning English in the classroom can be seen from, for example, in the Pancasila student profile, one of the dimensions is faith and devotion, so before starting the subject you have to pray first. Then, the dimesion of mutual cooperation, in its implementation in the classroom, when I tell then to do assignments in groups the they must help each other to complete the task. The independent dimension, in its implementation in the classroom, when I give individual assigments the

		students are expected to be able to make assignment independently and not depend on others. I always give freedom to students to be crative so that they can think critically during the learning process. for example in the *Kurikulum Merdeka* there must be projects produced by students, so the theme of the *Profil Pelajar Pancasila* taken in the odd semester is one of local wisdom, so in English it is included in local wisdom, for example in local wisdom they mention the name of food in English. therefore in the *Kurikulum Merdeka* it is very student-centered
8.	Is using the Merdeka Curriculum in learning English according to the needs and abilities of students? *Apakah dengan mengguna kan Kurikulum Merdeka di pembelajaran Bahasa Inggris sesuai dengan kebutuhan dan kemampu an siswa?*	Kurikulum Merdeka is student-centered, so all the materials are designed according to the meed of students who refer to the book English for Nusantara. Besides, I have drawn up a *Modul Ajar* for me to use as a guide in the teaching process. In this school, students are more likely to like learning in groups
9	Are there co-curricular activities that can support students' English learning? *Adakah kegiatan ko-kuliku ler yang dapat menunjang pembelajaran Bahasa Ing gris*	So, in Kurikulum Merdeka there is a project to strengthen Profil Pelajar Pancasila. So this is a co-curricular activity. In SMP Negeri 7 Kotamobagu we took four themes

	siswa?	namely collective worship, local wisdom, democratic voice,and entrepreneurship.
10	Are there extracurricular activities at school that can support students' English skills? *Adakah kegiatan ekstraku likuler di sekolah yang dapat menunjang kemam puan Bahasa Inggris siswa?*	There are extracurricular in this scholl such as poetry pratice but some of students cannot participate because the school hours are until 16.00
11	How the assesment in Kurikulum Merdeka? *Bagaimana assessment Bahasa Inggris di Kurikulum Merdeka?*	So for assessment, I do formative and summative assessments. The assessment I do at the beginning of learning and during the learning process is formative assessment, while the assessment I do at the end of learning or semester is summative assessment

B. Informan Identity

Name : Nelma Laoh S.Pd

Position : Principal of SMP Negeri 7 Kotamobagu

No	Question	Answer
1.	Since when did SMP Negeri 7 Kotamobagu implement the *Kurikulum Merdeka?* *Sejak kapan SMP Negeri 7 Kotamobagu menerapkan Kurikulum Merdeka?*	The *Kurikulum Merdeka* has been implemented since the odd semester of 2023, so at this time only the seventh grade is implementing it because of the direction from the agency, which must be in stages. It can not be

		implemented at once.
2.	Describe in general how the *Kurikulum Merdeka* is implemented in this school? *Gambarkan secara umum implementasi Kurikulum Merdeka di sekolah ini?*	Kurikulum 2013 with the *Kurikulum Merdeka* is not much different; in the *Kurikulum Merdeka*, the center of its learning is located on the students, so all the learning process is centered on the student
3.	How are the contents of the *Profil Pelajar Pancasila* conveyed or socialized at school? *Bagaimana muatan-muatan profil pelajar pancasila disampaikan atau disosialisasikan di sekolah?*	In the *Kurikulum Merdeka,* there is a project to strengthen the *Profil Pelajar Pancasila*
4.	Have all levels implemented this curriculum? *Apakah semua jenjang sudah menerapkan kurikulum ini?*	The *Kurikulum Merdeka* has been implemented since the odd semester of 2023, so at this time only the seventh grade is implementing it because of the direction from the agency, which must be in stages. It can not be implemented at once. Later in the school year, in July 2024-2025, it will be with the eight grade, so there are already two levels.
5.	In implementing this curriculum, what are the challenges faced by this school?	Limited facilities are a challenge that this school faces; many materials must use media such as headsets and so on. Not only in

	Dalam penerapan kurikulum ini apakah ada tantangan yang dihadapi sekolah ini?	English language learning but in all subjects where there is a link or audio material, we are still very limited
6.	What is your efforts to overcome the challenges especially from english teacher? *Bagaimana upaya sekolah ini untuk mengatasi tamtangan khususnya dari guru bahasa inggris?*	When holding meetings with teachers, I always ask how the learning process is going in the classroom, and I give each teacher the opportunity to express their complaints. In the process of the meeting, the teacher conveyed the challenges he faced. The first was the limited facilities, and the second was the lack of direct training on how to implement this *Kurikulum Merdeka* in teaching. Therefore, if the challenge is in the facilities, then I told them to use LKPD. We can modify the LKPD so that we show the conversation in the audio through colorful pictures so that it can attract students to learn. So what students cannot see in the video or hear, they can observe using LKPD. I give freedom to teachers to be creative in making the LKPD. There are many interesting image media on the internet, for example, Canva

C. Informan Identity

    Name   : Meigi Mokoginta S.Pd

    Position   : Vice Principal of Curriculum Affairs at SMP Negeri 7 Kotamobagu

No	Question	Answer
1.	Since when did SMP Negeri 7 Kotamobagu implement the *Kurikulum Merdeka?* *Sejak kapan SMP Negeri 7 Kotamobagu menerapkan Kurikulum Merdeka?*	SMP Negeri 7 Kotamobagu began implementing the *Kurikulum Merdeka* starting from the 2023-2024 school year. It was implemented in stages and at one lovel, namely seventh grade.
2.	Describe in general how the *Kurikulum Merdeka* is implemented in this school? *Gambarkan secara umum implementasi Kurikulum Merdeka di sekolah ini?*	The implementation of the Kurikulum Merdeka in seventh grade is more student-centered, so students are given the freedom to learn according to their abilities
3.	How are the contents of the *Profil Pelajar Pancasila* conveyed or socialized at school? *Bagaimana muatan-muatan profil pelajar pancasila disampaikan atau disosialisasikan di sekolah?*	The *Kurikulum Merdek* focuses on students so they make projects where the project is a combination of several subjects, in the odd semester the theme taken is joint worship and the second is local wisdom where this project is a combination of subjects, the facilitator is the subject teacher and the implementation we take the system after KBM and is taken

		from one hour of each subject
4.	Have all levels implemented this curriculum? *Apakah semua jenjang sudah menerapkan kurikulum ini?*	SMP Negeri 7 Kotamobagu began implementing the *Kurikulum Merdeka* starting from the 2023-2024 school year. It was implemented in stages and at one lovel, namely seventh grade. In the next school year 2024-2025 it was eight garde, so it was already two levels. Before implementing the *Kurikulum Merdeka,* we sort of entered the submission and then passed according to the criteria. Therefore, we could implement the *Kurikulum Merdeka* with a Mandiri Berubah status, which means that it can be implemented in seventh grade. SMP Negeri 7 Kotamobagu has P5 activities
5.	In implementing this curriculum, what are the challenges faced by this school? *Dalam penerapan kurikulum ini apakah ada tantangan yang dihadapi sekolah ini?*	The challenges in process of implementing is limited facilities in this school there is no language laboratory.
6.	What is your efforts to overcome the challenges especially from english teacher?	In implementing this curriculum, there is no direct training, so our effort is to participate in the training through the Platform

	Bagaimana upaya sekolah ini untuk mengatasi tamtangan khususnya dari guru bahasa inggris?	Merdeka Mengajar, or PMM, which can be accessed via cellphone. In PMM, the steps and materials have been arranged. For example, first we will learn what the *Kurikulum Merdeka* is. After that, there are tasks or real actions. From this task, if it meets the standards, we will get a certificate.After that, enter the next material, and so on. In addition, here in Kotamobagu, there is also a *Sekolah Penggerak* that implements the first *Kurikulum Merdeka*, so we coordinate with them every month. Over time, we coordinate with *Sekolah Penggerak* and also participate in training through PMM. Thank God it has developed".

Appendix 7: Modul Ajar

A. IFORMASI UMUM MODUL

Nama Penyusun	: HASIRA MOKOGINTA, M.Pd
Instansi/Sekolah	: SMP NEGERI 7 KOTAMOBAGU
Jenjang / Kelas	: SMP / VII
Alokasi Waktu	: 2 X 4 Pertemuan (8 x 40 menit)
Tahun Pelajaran	: 2023 / 2024

B. KOMPONEN INTI

Fase : D

Pada akhir Fase D, peserta didik diharapkan dapat menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di Fase ini. Pada buku ini, teks yang menjadi fokus adalah teks deskriptif, prosedur, dan pesan singkat. Selain itu, peserta didik dihimbau menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik juga mampu lebih memahami teks tulisan dan muncul keterampilan inferensi ketika memahami informasi tersirat. Mereka mampu menciptakan teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam dengan memahami tujuan dan pemirsa dalam penciptaannya.

Elemen	Capaian Pembelajaran
Menyimak	Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentiikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi nonverbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).
Membaca	Kemampuan memahami, menggunakan, dan mereleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).
Memirsa	Kemampuan memahami, menggunakan, dan mereleksi teks visual sesuai tujuan dan kepentingannya.
Berbicara	Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.
Menulis	*Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.*

Mempresentasikan	Kemampuan memaparkan gagasan secara fasih, akurat, dapat dipertanggungjawabkan dengan cara yang komunikatif melalui beragam media (visual, digital, dan audio visual), dan dapat dipahami oleh pendengar. Penyampaian dalam berbicara dan mempresentasikan perlu disusun dan dikembangkan sesuai dengan kebutuhan atau karakteristik penyimak.
Tujuan Pembelajaran	• Peserta didik mampu menggambarkan kamar di rumah dan hal-hal di kamar; • Peserta didik mampu berbicara tentang apa yang dilakukan dan digunakan orang untuk membersihkan rumah • Peserta didik mampu memberikan petunjuk tentang cara melakukan sesuatu.
Konsep Utama	My House
Pertanyaan Pemantik	- Apa kalian punya kamar sendiri dirumah ? - Apa itu home sweet home ?
Profil Pancasila	• Beriman, Bertaqwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia • Berkebhinekaan global • Gotong Royong • Mandiri • Bernalar Kritis • Kreatif
Kata kunci	House, House Chores, home sweet home

Target Peserta Didik :
Peserta didik Reguler

Jumlah Siswa :
30 Peserta didik (dimodifikasi dalam pembagian jumlah anggota kelompok ketika jumlah siswa sedikti atau lebih banyak)

Assesmen :
Guru menilai ketercapaian tujuan pembelajaran
- Asesmen individu
- Asesmen kelompok

Jenis Assesmen :
• Presentasi
• Produk
• Tertulis
• Unjuk Kerja
• Tertulis

Model Pembelajaran
• Tatap muka

Ketersediaan Materi :
• Pengayaan untuk peserta didik berpencapaian tinggi:

YA/TIDAK
- Alternatif penjelasan, metode, atau aktivitas untuk peserta didik yang sulit memahami konsep:
YA/TIDAK

Kegiatan Pembelajaran Utama / Pengaturan peserta didik :
- Individu
- Berkelompok (Lebih dari dua orang)

Metode :
- Diskusi
- presentasi
- ceramah

Materi Pembelajaran
Chapter 3 Home Sweet Home

Unit 1 Galang's House
Talking about rooms in a house and things in the rooms.

Unit 1. My House
1 – Say What You Know
2 – Listening
3 – Listening
4 – Speaking
5 – Fun Time: What's Missing?
6 – Your Turn: Speaking

Unit 2 My House Chores
Talking about what people do and use to clean up a house.

Unit 2. My House Chores
1 – Say What You Know
2 – Reading
3 – Language Focus
4 – Your Turn: Reading
5 – Fun Time: The Opposite

Unit 3 Let's Clean Up!
Giving instructions how to do something.

Unit 3. Let's Clean Up!
1 – Say What You Know
2 – Reading
3 – Reading
4 – Language Focus
5 – Viewing and Writing
6 – Your Turn: Writing

Media, Alat dan Bahan :
1. Sumber Utama
    a. Kemendikbud. 2021. Ba, Buku Siswa Kelas VII, Jakarta; Pusat Kurikulum dan Perbukuan.

2. Sumber Alternatif

Guru juga dapat menggunakan alternatif sumber belajar yang terdapat di lingkungan sekitar dan disesuaikan dengan tema yang sedang dibahas.

Persiapan Pembelajaran :
- Menyiapkan bahan ajar/materi
- Menyiapkan alat dan bahan
- Menyiapkan rubric penilaian
- Menyiapkan alat penilaian

Langkah-langkah pembelajaran :
Pertemuan pertama

☐ **Kegiatan awal**
- Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, posisi, dan tempat duduk peserta didik.
- *Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan*
- Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembejaran.
- Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran
- Guru mempersiapan segara peralatan yang akan digunakan dalam proses pembelajaran.
- Apersepsi guru dapat memulai pembelajaran dengan bertanya dan mengulas kembali materi pada chapter 2.
- Guru mengajukan pertanyaan lebih dalam untuk mengarahkan ke topik yang akan dipelajari.

☐ **Kegiatan Inti**
- Guru memperlihatkan gambar Galang dan rumahnya pada Picture 3.1.

Unit 1. My House

Picture 3.1 Galang's house
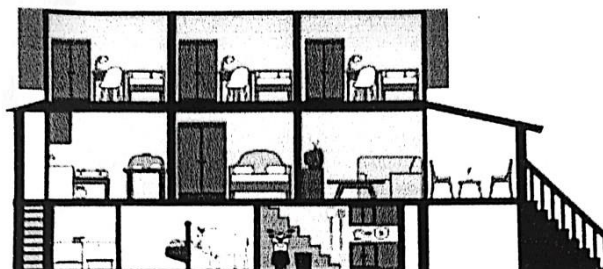
Picture 3.2 The rooms in Galang's house.

- Guru men cetak Picture 3.1 dan Picture 3.2 dan kata-kata pada Worksheet 3.1. Kemudian meminta bebrapa peserta didik untuk menempelkan nama bagian rumah dalam Bahasa Inggris pada gambar yang sesuai. Guru membahas *bagian-bagian rumah bersama peserta didik.*

living room   kitchen   bathroom   stairs   dining room

Worksheet 3.1

- Guru membagikan gambar yang telah dicetak kepada setiap peserta didik. Kemudian meminta peserta didik untuk melingkari ruangan yang mereka punya di rumah mereka masing-masing.
- Guru menjelaskan bahwa peserta didik akan mendengarkan sebuah percakapan kunjungan teman-teman Galang, yaitu Monita dan Andre, ke rumah Galang. Sebelum memperdengarkan audionya, guru menampilkan kosa kata yang perlu diketahui peserta didik yang dapat membantu memahami teks percakapan. Kemudian, guru memperdengarkan Audio 3.2. Audio bisa diperdengarkan lebih dari satu kali.
- Guru dan peserta didik membahas isi percakapan dengan memberi pertanyaan terkait isi percakapan. Guru dapat membuat pertanyaan yang kreatif yang menuju pada HOTS. Gambar yang disediakan pun dapat dijadikan sumber pertanyaan. Guru juga dapat mengarahkan peserta didik pada cinta lingkungan tentang menanam pohon atau tanaman di rumah.
- Guru meminta peserta didik membaca Worksheet 3.2. Guru membahas jawaban peserta didik.

Galang's mother plants flowers in the._____
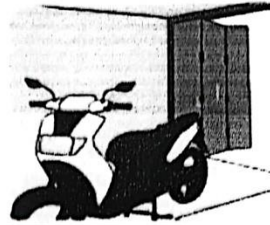
There's no _____ in front of Galang's house.
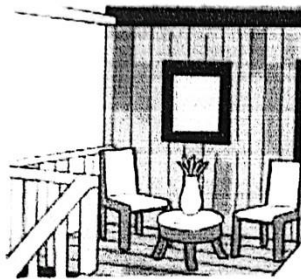
The _____ protects Galang and his friends from the hot weather.

Galang and his friends take the _____ to get to the _____. The _____ are not firm.

Worksheet 3.2

- Guru menjelaskan bahwa peserta didik akan mendengarkan kelanjutan percakapan kunjungan teman-teman Galang, yaitu Monita dan Andre, ke rumah Galang. guru menampilkan kosa kata yang perlu diketahui peserta didik yang dapat membantu memahami teks percakapan.

- Guru menjelaskan kembali barang barang yang ada di setiap ruangan. Kemudian, guru meminta peserta didik untuk melingkari barang barang yang tidak sesuai dengan ruangannya.

1	3
bathroom	sofa
dining room	desk
living room	dining chair
garden	armchair

Worksheet 3.1

- Guru melakukan pengamatan dan penilaian kepada peserta didik selama proses pembelajaran berlangsung

□ **Kegiatan penutup**
  - Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran.
  - Tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil yang dicapai dalam proses pembelajaran
  - Guru melakukan evaluasi hasil belajar terhadap materi yang telah disampaikan kepada peserta didik
  - *Mengajak semua peserta didik untuk mengakhiri pembelajaran dengan melakukan hening sejenak dan berdoa*

Pertemuan kedua
  - Guru membacakan dua kalimat pada Section 4 bagian a.

  - Guru mengatakan itu diambil dari percakapan sebelumnya. Guru meminta peserta didik membaca setiap kalimat tersebut. Guru memberi petunjuk apa perbedaan kalimat pertama dengan kalimat kedua, terutama pada bagian yang digaris bawahi.
  - Guru mengajak peserta didik melihat sekeliling dan berlatih there is dan there are dengan benda-benda di sekeliling ruang kelas. Guru bisa fokus pada benda yang telah peserta didik ketahui kata dalam Bahasa Inggrisnya, misalnya *chair, desk, book, lamp,* dan lain-lain.
  - Guru meminta peserta didik melengkapi mendeskripsikan setiap ruangan pada Worksheet 3.5. Guru membahas jawaban peserta didik.

3	4
Next, the bottle using beads and stickers	Your pencil case is ready
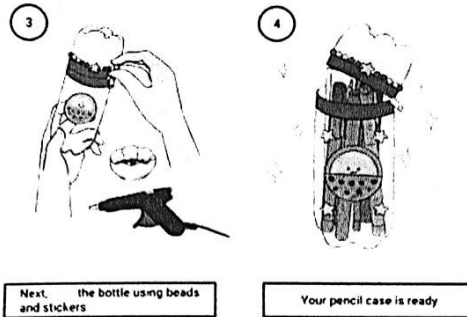
Worksheet 3.32

c. Answer the questions. See the Wordbox.

1. How many plastic bottles do we need to make a pencil holder?
   _____

2. What do we use to cut the bottles into a half?
   _____

3. What is the glue for?
   _____

4. When should we stick the zipper to the bottle?
   _____

5. What do we use to make the pencil case more beautiful?
   _____

Worksheet 3.33

- Guru melakukan pengamatan dan penilaian kepada peserta didik selama proses pembelajaran berlangsung

Pelaksanaan Asesmen
Sikap

☐ Melakukan observasi selama kegiatan berlangsung dan menuliskannya pada jurnal, baik sikap positif dan negatif.

☐ Melakukan penilaian antarteman.

☐ Mengamati refleksi peserta didik.

Pengetahuan

☐ Memberikan tugas tertulis, lisan, dan tes tertulis

Keterampilan

☐ Presentasi

Pengayaan dan Remedial

Pengayaan:	Remedial
☐ Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai kompetensi dasar (KD).	☐ Remedial dapat diberikan kepada peserta didik yang capaian kompetensi dasarnya (KD) belum tuntas.
☐ Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.	☐ Guru memberi semangat kepada peserta didik yang belum tuntas.
☐ Berdasarkan hasil analisis penilaian, peserta didik yang sudah mencapai ketuntasan belajar diberi kegiatan pembelajaran pengayaan untuk perluasan atau pendalaman materi	☐ Guru akan memberikan tugas bagi peserta didik yang belum tuntas dalam bentuk pembelajaran ulang, bimbingan perorangan, belajar kelompok, pemanfaatan tutor sebaya bagi peserta didik yang belum mencapai ketuntasan belajar sesuai hasil analisis penilaian.

Refleksi Guru:
• Apakah kegiatan belajar berhasil?
• Berapa persen peserta didik mencapai tujuan?
• Apa yang menurut Anda berhasil?
• Kesulitan apa yang dialami guru dan peserta didik?
• Apa langkah yang perlu dilakukan untuk memperbaiki proses belajar?
• Apakah seluruh peserta didik mengikuti pelajaran dengan baik?

Refleksi Peserta Didik: -
• Bagian mana menurutmu yang paling sulit dari pelajaran ini?
• Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu?
• Kepada siapa kamu akan meminta bantuan untuk memahami pelajaran ini?
• Jika kamu diminta untuk memberikan bintang 1 sampai 5, berapa bintang akan kamu berikan
• pada usaha yang telah kamu lakukan?
• Bagian mana dari pembelajaran ini yang menurut kamu menyenangkan?

Kotamobagu, Januari 2024

Mengetahui,
Kepala Sekolah

Guru Mata Pelajaran

Nelma Laoh, S.Pd
Nip. 197203162006042005

Hasira Mokoginta, M.Pd
Nip. 198201142009022001

CAPAIAN PEMBELAJARAN (CP)
FASE D SMP/MTs
MATA PELAJARAN : BAHASA INGGRIS

A. RASIONAL MATA PELAJARAN BAHASA INGGRIS

Bahasa Inggris adalah salah satu bahasa yang dominan digunakan secara global dalam aspek pendidikan, bisnis, perdagangan, ilmu pengetahuan, hukum, pariwisata, hubungan internasional, kesehatan, dan teknologi. Mempelajari bahasa Inggris memberikan peserta didik kesempatan untuk berkomunikasi dengan warga dunia dari latar belakang budaya yang berbeda. Dengan menguasai bahasa Inggris, maka peserta didik akan memiliki kesempatan yang lebih besar untuk berinteraksi dengan menggunakan berbagai teks. Dari interaksi tersebut, mereka memperoleh pengetahuan, mempelajari berbagai keterampilan, dan perilaku manusia yang dibutuhkan untuk dapat hidup dalam budaya dunia yang beraneka ragam.

Pembelajaran bahasa Inggris umum pada jenjang Pendidikan Dasar dan Menengah (SD/MI/Program Paket A; SMP/MTs/Program Paket B; dan SMA/MA/Program Paket C) dalam kurikulum nasional memberikan kesempatan bagi peserta didik untuk membuka wawasan yang berkaitan dengan diri sendiri, hubungan sosial, kebudayaan, dan kesempatan kerja yang tersedia secara global. Mempelajari bahasa Inggris memberikan peserta didik kemampuan untuk mendapatkan akses ke dunia luar dan memahami cara berpikir yang berbeda. Pemahaman mereka terhadap pengetahuan sosial- budaya dan interkultural ini dapat meningkatkan kemampuan berpikir kritis. Dengan memahami budaya lain dan interaksinya dengan budaya Indonesia, mereka mengembangkan pemahaman yang mendalam tentang budaya Indonesia, memperkuat identitas dirinya, dan dapat menghargai perbedaan.

Pembelajaran bahasa Inggris difokuskan pada penguatan kemampuan menggunakan bahasa Inggris dalam enam keterampilan berbahasa, yakni menyimak, berbicara, membaca, memirsa, menulis, dan mempresentasikan secara terpadu, dalam berbagai jenis teks. Capaian Pembelajaran minimal keenam keterampilan bahasa Inggris ini mengacu pada *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)* dan setara level B1. Level B1 (*CEFR*) mencerminkan spesifikasi yang dapat dilihat dari kemampuan peserta didik untuk:

- mempertahankan interaksi dan menyampaikan sesuatu yang diinginkan, dalam berbagai konteks dengan artikulasi jelas;
- mengungkapkan pokok pikiran utama yang ingin disampaikan secara komprehensif; dan
- mempertahankan komunikasi walaupun terkadang masih terdapat jeda.

Pembelajaran bahasa Inggris pada jenjang Pendidikan Dasar dan Menengah (SD/MI/Program Paket A; SMP/MTs/Program Paket B; dan SMA/MA/Program Paket C) diharapkan dapat membantu peserta didik berhasil mencapai kemampuan berkomunikasi dalam bahasa Inggris sebagai bagian dari *life skills*. Pendekatan yang digunakan dalam pembelajaran bahasa Inggris umum adalah pendekatan berbasis teks *(genre-based approach)*, yakni pembelajaran difokuskan pada teks, dalam berbagai moda, baik lisan, tulisan, visual, audio, maupun multimodal. Hal ini sesuai dengan pernyataan yang dikatakan oleh Halliday dan Mathiesen (2014: 3) bahwa *"When people speak or write, they produce text, and text is what listeners and readers engage with and interpret."* Ada

empat tahapan dalam pendekatan berbasis teks, dan keempat tahapan ini dilakukan dalam pembahasan mengenai topik yang sama.

1. *Building Knowledge of the Field (BKOF)*: Guru membangun pengetahuan atau latar belakang pengetahuan peserta didik terhadap topik yang akan ditulis atau dibicarakan. Pada tahapan ini, guru juga membangun konteks budaya dari teks yang diajarkan.

2. *Modelling of the Text (MOT)*: Guru memberikan model/contoh teks sebagai acuan bagi peserta didik dalam menghasilkan karya, baik secara lisan maupun tulisan.

3. *Joint Construction of the Text (JCOT)*: Guru membimbing peserta didik dan bersama-sama memproduksi teks.

4. *Independent Construction of the Text (ICOT)*: peserta didik memproduksi teks lisan dan tulisan secara mandiri (Emilia, 2011).

Komunikasi akan terjadi pada tingkat teks, bukan hanya sekadar kalimat. Artinya, makna tidak hanya disampaikan oleh kata-kata, melainkan harus didukung oleh konteks. Setiap teks memiliki tujuan, seperti mendeskripsikan, menjelaskan, bercerita, dsb. (Agustien, 2020).

Pembelajaran bahasa Inggris umum di dalam kurikulum nasional membantu peserta didik untuk menyiapkan diri menjadi pembelajar sepanjang hayat, yang memiliki Profil Pelajar Pancasila seperti beriman dan berakhlak mulia, mandiri, bernalar kritis, kreatif, gotong royong, dan berkebhinekaan global. Profil ini dapat dikembangkan dalam pembelajaran bahasa Inggris umum, karena pembelajarannya yang bersifat dinamis dan *fluid*, yaitu memberikan kesempatan bagi peserta didik untuk terlibat dalam pemilihan teks atau jenis aktivitas belajarnya. Pembelajaran bahasa Inggris memiliki peluang untuk mencapai Profil Pelajar Pancasila melalui materi teks tertulis, visual, teks oral, maupun aktivitas-aktivitas yang dikembangkan dalam proses belajar mengajar.

Mata pelajaran Bahasa Inggris pada jenjang Pendidikan Dasar dan Menengah (SD/MI/Program Paket A; SMP/MTs/Program Paket B; dan SMA/MA/Program Paket C) dapat diselenggarakan sebagai mata pelajaran pilihan bagi satuan pendidikan yang memiliki kesiapan sumber daya. Satuan pendidikan yang belum siap memberikan mata pelajaran Bahasa Inggris sebagai mata pelajaran pilihan dapat mengintegrasikan muatan Bahasa Inggris ke dalam mata pelajaran lain dan/atau ekstrakurikuler dengan melibatkan masyarakat, komite sekolah, relawan mahasiswa, dan/atau bimbingan orang tua.

B. TUJUAN MATA PELAJARAN BAHASA INGGRIS

Mata pelajaran bahasa Inggris bertujuan untuk memastikan peserta didik dapat melakukan hal-hal sebagai berikut.

1. Mengembangkan kompetensi komunikatif dalam bahasa Inggris dengan berbagai teks multimodal (lisan, tulisan, visual, dan audiovisual).

2. Mengembangkan kompetensi interkultural untuk memahami dan menghargai perspektif, praktik, dan produk budaya Indonesia dan budaya asing.

3. Mengembangkan kepercayaan diri untuk berekspresi sebagai individu yang mandiri dan bertanggung jawab.

4. Mengembangkan keterampilan bernalar kritis dan kreatif.

		menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.
Alokasi Waktu	:	**8 Pertemuan atau setara 32 JP (4 x 40 menit)**

B. KOMPETENSI AWAL

Unit 1. My Class Schedule
- Peserta didik mampu menjelaskan sebuah kelas jadwal.
- Peserta didik mampu menjelaskan kamar hal-hal di kamar.

Unit 2. My Online Class
- Peserta didik mampu berbicara tentang tips belajar online.
- Peserta didik mampu menggunakan ekspresi: "Bisakah kamu ..." dan "bisakah kamu ..."

Unit 3. My Study Habits
- Peserta didik mampu bicara tentang studi kebiasaan
- Peserta didik mampu mengunakan kata keterangan dari frekuensi.

C. PROFIL PELAJAR PANCASILA

- Beriman dan berakhlak mulia, mandiri, bernalar kritis, kreatif, gotong royong, dan berkebinekaan global.

D. SARANA DAN PRASARANA

1. Sumber Belajar Utama :
   - Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2022, English for Nusantara untuk SMP/MTs Kelas VII, Penulis: Ika Lestari Damayanti, dkk. ISBN 978-602-244-885-3 (jil.1).

2. Sumber Alternatif :
   - Guru juga menggunakan alternatif sumber belajar yang terdapat di lingkungan sekitar dan disesuaikan dengan tema yang sedang dibahas.

E. TARGET PESERTA DIDIK

- Peserta didik reguler/tipikal

F. JUMLAH PESERTA DIDIK

- Maksimal 31 peserta didik

G. MODEL PEMBELAJARAN

- Model pembelajaran tatap muka

H. MATERI PEMBELAJARAN

Unit 1. My Class Schedule

C. KARAKTERISTIK MATA PELAJARAN BAHASA INGGRIS

1. Jenis teks yang diajarkan dalam bahasa Inggris umum beragam, misalnya narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, teks khusus (pesan singkat, iklan), dan teks otentik. Beragam teks ini disajikan bukan hanya dalam bentuk teks tulisan saja, tetapi juga teks lisan (monolog atau dialog), teks visual, teks audio, dan teks multimodal (teks yang mengandung aspek verbal, visual dan audio), baik otentik maupun teks yang dibuat untuk tujuan pengajaran, baik tunggal maupun teks ganda, yang diproduksi dalam kertas maupun layar. Hal ini diupayakan untuk memfasilitasi peserta didik agar terampil menggunakan teknologi (literasi teknologi), sehingga dapat meningkatkan kemampuan mereka dalam menavigasi informasi digital.

2. Guru dapat menentukan jenis teks yang ingin diajarkan sesuai dengan kondisi di kelas. Pembelajaran dapat dimulai dari jenis teks yang memuat topik yang sudah dikenal oleh peserta didik untuk membantu mereka memahami isi teks yang dibacanya dan kemudian mampu menghasilkan teks jenis tersebut dalam bentuk lisan dan tulisan. Selanjutnya, guru dapat memperkenalkan peserta didik dengan jenis teks yang baru diketahui oleh peserta didik. Guru dapat membantu mereka membangun pemahaman terhadap jenis teks baru tersebut, sehingga peserta didik mampu menghasilkan karya dalam jenis teks tersebut, baik lisan maupun tulisan. Pemilihan jenis teks juga dapat disesuaikan dengan kondisi yang sering dialami oleh peserta didik baik di dalam konteks sekolah, maupun konteks di rumah agar peserta didik memiliki kesempatan untuk mempelajari dan mempraktikkan teks tersebut dalam kehidupan nyata.

3. Proses belajar berfokus pada peserta didik (*learner-centred*) (Tyler, 1949, 1990), yakni bahwa proses belajar harus difokuskan pada upaya mengubah perilaku peserta didik (yang asalnya dari tidak mampu menjadi mampu), dalam menggunakan bahasa Inggris pada enam keterampilan berbahasa dalam berbagai jenis teks.

4. Pembelajaran bahasa Inggris umum difokuskan pada kemampuan berbahasa peserta didik sesuai dengan tahapan perkembangan kemampuan berbahasa. Pembelajaran bahasa Inggris umum mencakup elemen keterampilan reseptif (menyimak, membaca, dan memirsa), serta keterampilan produktif (berbicara, menulis, dan mempresentasikan).

Berikut elemen-elemen mata pelajaran serta deskripsinya

Elemen	Deskripsi
Menyimak	Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi non-verbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut

	(Petri, 2017).
Membaca	Kemampuan memahami, menggunakan, dan merefleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).
Memirsa	Kemampuan memahami, menggunakan, dan merefleksi teks visual sesuai tujuan dan kepentingannya.
Berbicara	Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.
Menulis	Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai *genre* teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.
Mempresentasikan	Kemampuan memaparkan gagasan secara fasih, akurat, dapat dipertanggungjawabkan dengan cara yang komunikatif melalui beragam media (visual, digital, dan audiovisual), dan dapat dipahami oleh pendengar. Penyampaian dalam berbicara dan mempresentasikan perlu disusun dan dikembangkan sesuai dengan kebutuhan atau karakteristik penyimak.

Pada pembelajaran bahasa Inggris umum di Fase D (SMP/MTs/Program Paket B), pembelajaran berfokus pada penguatan berbahasa Inggris lisan dan penguatan kemampuan berbahasa tulisan.

D. CAPAIAN PEMBELAJARAN MATA PELAJARAN BAHASA INGGRIS FASE D UMUMNYA UNTUK KELAS VII, VIII, DAN IX

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

Elemen Menyimak – Berbicara

Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam

topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.

Elemen Membaca – Memirsa

Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.

Elemen Menulis – Mempresentasikan

Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.

ALUR DAN TUJUAN PEMBELAJARAN
BAHASA INGGRIS FASE D

PENGANTAR

Alur dan tujuan pembelajaran ini memuat peta jalur pembelajaran Bahasa Inggris pada fase D yang merupakan turunan dari capaian pembelajaran (CP) yang sudah ditetapkan. Alur dan tujuan ini memuat enam keterampilan berbahasa yaitu menyimak - berbicara, membaca - memirsa, dan menulis - mempresentasi. Setiap keterampilan berbahasa tersebut memiliki capaian tertentu yang kesemuanya mengerucut pada tujuan akhir yakni kemampuan berinteraksi dan berkomunikasi dalam Bahasa Inggris. Kemudian, pada fase ini dibagi kedalam tiga tingkatan kelas yakni 7, 8, dan 9. Setiap tingkatan tersebut memiliki kedalaman dan keluasan konteks materi yang berbeda, dalam hal ini disebut sebagai lingkup keluarga dan kelas untuk kelas 7, lingkup kehidupan remaja untuk kelas 8, dan lingkup global untuk kelas 9.

Alur dan tujuan pembelajaran ini juga dilengkapi dengan penjelasan singkat di setiap tujuannya. Hal ini dimaksudkan untuk membantu mendekatkan konsep pembelajaran yang diharapkan. Alur dan tujuan pembelajaran ini tidak bersifat kaku dan mengikat, guru diberikan keleluasaan untuk mengembangkannya sesuai dengan kondisi dan kebutuhan kelas yang diajar. Oleh karena itu, jenis kegiatan yang dicantumkan pada bagian penjelasan singkat adalah bukan sebagai suatu hal yang wajib untuk diterapkan oleh guru, melainkan sebagai bantuan pilihan yang dapat diterapkan.

Alur dan tujuan pembelajaran ini disusun dengan format tabel dan diberikan penomoran di setiap tujuan pembelajaran untuk memudahkan kodefikasi dan penelaahan. Pada setiap bagiannya memuat *tujuan pembelajaran, perkiraan jam pelajaran, kata frasa/kunci, topik/konten, glosarium, dan penjelasan singkat.* Kesemua hal tersebut ditujukan untuk membantu guru mengembangkan ide-ide pembelajaran yang akan diterapkan di kelas.

RASIONAL

Alur dan tujuan pembelajaran ini disusun berdasarkan pendekatan berbasis *genre.* Pendekatan tersebut sejalan dengan tujuan pembelajaran bahasa secara umum yakni untuk berkomunikasi, yang pada prosesnya tidak sekedar menekankan pada permasalahan *grammatical* semata, melainkan lebih kepada memberikan kesempatan nyata kepada siswa untuk memahami tentang bagaimana bahasa itu dibangun dan bagaimana bahasa tersebut digunakan dalam berbagai konteks sosial.

CAPAIAN PEMBELAJARAN FASE D:

Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.

CAPAIAN PEMBELAJARAN FASE D PER ELEMEN BERBAHASA

Menyimak – Berbicara	Pada akhir fase D, siswa menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan pergantian kosa kata, pelajar memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.
Membaca – Memirsa	Pada akhir fase D, siswa membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Menulis – Mempresentasikan	Pada akhir fase D, siswa mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.
Membaca – Memirsa	Pada akhir fase D, siswa membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Menulis – Mempresentasikan	Pada akhir fase D, siswa mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur,

| | menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. |

ALUR DAN TUJUAN PEMBELAJARAN

Tujuan Pembelajaran	1.1 Peserta didik mampu memperkenalkan diri dan orang lain 1.2 Peserta didik mampu berbicara tentang hobi 1.3 Peserta didik mampu menggambarkan ciri-ciri fisik dan kepribadian orang 1.4 Peserta didik mampu menggambarkan kegiatan sehari-hari mereka.
Perkiraan JP	24 JP
Kata Frasa/Kunci	• Introduce themselves and others; • Talk about hobbies; • Describe people's physical and personality traits, and • Describe their daily activities.
Topik/Konten Inti	• Introducing myself • Greetings & saying goodbye • Introducing others • Describing hobbies • Describing people • Describing daily activities
Glosarium	address = *alamat* age = *umur* air = *udara* because of = *karena* before = *sebelum* bucket = *ember* by the way = *omong-omong* cheerful = *ceria* chubby = *gemuk* classmate = *teman*
Penjelasan Singkat	*"Good morning, everyone. My name is [Teacher's full name]. You can call me [Teacher's name]. I'm from [Teacher's origin]. I'm your English teacher. You will learn English with me for this academic year."*

Tujuan Pembelajaran	2.1 Peserta didik mampu menggambarkan makanan favorit 2.2 Peserta didik mampu menanyakan dan memberi informasi tentang makanan 2.3 Peserta didik mampu mengidentifikasi alat dan bahan dalam resep, 2.4 Peserta didik mampu membuat urutan langkah memasak.
Perkiraan JP	24 JP
Kata Frasa/Kunci	• Describe one's favorite meals; • Ask and give information about food; • Identify tools and ingredients in a recipe, and • Make a sequence of cooking steps.

Topik/Konten Inti	• Describing one's favourite meal food, drink, snack, texture, and taste. • Asking and giving information about food and ingredients. • Identifying tools and ingredients. • Making a sequence of cooking step.
Glosarium	a pinch of salt = *sejumput garam* almost = *hampir* bake = *memanggang* basket = *keranjang* beats = *mengaduk* bitter = *pahit* boil = *mendidihkan* boiled = *direbus* chopstick = *sumpit* combination = *kombinasi*
Penjelasan Singkat	*"Good morning, everyone. Welcome back to my English lesson. In Chapter 1 we have learned a lot about how to introduce ourselves, how to introduce someone, how to talk about hobbies, and how to write a description of a photograph."*

Tujuan Pembelajaran	3.1 Peserta didik mampu menggambarkan kamar di rumah dan hal-hal di kamar, 3.2 Peserta didik mampu berbicara tentang apa yang dilakukan dan digunakan orang untuk membersihkan rumah 3.3 Peserta didik mampu memberikan petunjuk tentang cara melakukan sesuatu.
Perkiraan JP	24 JP
Kata Frasa/Kunci	• Describe rooms in a house and things in the rooms; • Talk about what people do and use to clean up a house; and • Give instructions on how to do something.
Topik/Konten Inti	• Talking about rooms in a house and things in the rooms. • Talking about what people do and use to clean up a house. • Giving instructions how to do something.
Glosarium	*a house tour* = tur rumah *be careful* = hati-hati *beads* = manik-manik *beautiful* = indah/cantik *belongs to* = milik/kepunyaan *can be recycled* = bisa didaur ulang *chore* = pekerjaan rumah *clean* = bersih *come in* = masuklah *cool* = sejuk
Penjelasan Singkat	*"Good morning, everyone. Welcome back to my English lesson. In Chapter 2 we have learned a lot about favorite food and drinks and making favorite food and drink."*

Tujuan Pembelajaran	**My School Activities** 4.1 Peserta didik mampu berbicara tentang jadwal kelas dan mata pelajaran sekolah;

	4.2 Peserta didik mampu berbicara tentang tips belajar online 4.3 Peserta didik mampu menggambarkan kebiasaan belajar seseorang.
Perkiraan JP	32 JP
Kata Frasa/Kunci	• Talk about class schedules and school subjects; • Talk about online learning tips; and • Describe one's study habits.
Topik/Konten Inti	• Talking about class schedules and school subjects. • Talking about online learning tip. • Describing one's study habits
Glosarium	*achieve* = mencapai *excited* = bersemangat go *ahead* = *silakan* *mind map* = peta pikiran *reminder* = pengingat *rewards* = hadiah *rules* = aturan; tata tertib *show up* = hadir *stick to* = konsisten *take notes* = mencatat
Penjelasan Singkat	*"Good morning, everyone. Welcome back to our English class. In Chapter 3 we learned how to describe parts of the house, talked about how people clean the house, and to write an instruction text."*

Tujuan Pembelajaran	5.1 Peserta didik mampu meminta dan memberi petunjuk 5.2 Peserta didik mampu berbicara tentang kegiatan ekstrakurikuler 5.3 Peserta didik mampu menggambarkan festival sekolah.
Perkiraan JP	32 JP
Kata Frasa/Kunci	• Ask for and give directions; • Talk about extracurricular activities; and • Describe a school festival.
Topik/Konten Inti	• Asking for and giving directions at school. • Talking about extracurricular activities. • Describing a school festival.
Glosarium	go *ahead* = *silakan* *homework* = PR *learning diary* = diary belajar *respect* = hormat; menghargai *small steps* = langkah kecil *sticky notes* = notes/kertas tempel *study area* = tempat belajar *study goals* = target belajar *take notes* = mencatat *wisely* = secara bijaksana
Penjelasan Singkat	*"Good morning, everyone. Welcome back to our English class. In Chapter 4 we learned the school schedule and activities at school."*

PROGRAM TAHUNAN (PROTA)

Mata Pelajaran : **Bahasa Inggris**
Kelas / Semester : **VII / 1 & 2**
Alokasi Waktu : **4 JP / Minggu**
Tahun Ajaran : **2023 / 2024**

No	Materi / Tujuan Pembelajaran	Materi	Alokasi Waktu
1	1.1 Peserta didik mampu memperkenalkan diri dan orang lain 1.2 Peserta didik mampu berbicara tentang hobi 1.3 Peserta didik mampu menggambarkan ciri-ciri fisik dan kepribadian orang 1.4 Peserta didik mampu menggambarkan kegiatan sehari-hari mereka.	About Me	24 JP
2	2.1 Peserta didik mampu menggambarkan makanan favorit 2.2 Peserta didik mampu menanyakan dan memberi informasi tentang makanan 2.3 Peserta didik mampu mengidentifikasi alat dan bahan dalam resep, 2.4 Peserta didik mampu membuat urutan langkah memasak.	Culinary and Me	24 JP
3	3.1 Peserta didik mampu menggambarkan kamar di rumah dan hal-hal di kamar, 3.2 Peserta didik mampu berbicara tentang apa yang dilakukan dan digunakan orang untuk membersihkan rumah 3.3 Peserta didik mampu memberikan petunjuk tentang cara melakukan sesuatu.	Home sweet Home	24 JP
4	4.1 Peserta didik mampu berbicara tentang jadwal kelas dan mata pelajaran sekolah; 4.2 Peserta didik mampu berbicara tentang tips belajar online 4.3 Peserta didik mampu menggambarkan kebiasaan belajar seseorang.	My School Activities	32 JP
5	5.1 Peserta didik mampu meminta dan memberi petunjuk 5.2 Peserta didik mampu berbicara tentang kegiatan ekstrakurikuler 5.3 Peserta didik mampu menggambarkan festival sekolah.	This is My School	32 JP
	Jumlah Jam Pelajaran		**136 JP**

Mengetahui,
Kepala Sekolah

Nelma Laoh, S.Pd
NIP. 197203162006042005

Kotamobagu,   Juli 2023
Guru Mata Pelajaran

Hasira Mokoginta, M.Pd
NIP. 198201142009022001

KRITERIA KETERCAPAIAN TUJUAN PEMBELAJARAN
(K K T P)

Mata Pelajaran   : Bahasa Inggris
Kelas / Semester : VII / Genap
Alokasi Waktu   : 4 JP / Minggu
Tahun Ajaran   : 2023 / 2024

No	Materi Pokok / Tujuan Pembelajaran	Interval			
		Perlu Bimbingan (0 – 69)	Cukup (70 – 79)	Baik (80 – 89)	Sangat Baik (90 – 100)
4	**My School Activities** 4.1 Peserta didik mampu berbicara tentang jadwal kelas dan mata pelajaran sekolah; 4.2 Peserta didik mampu berbicara tentang tips belajar online 4.3 Peserta didik mampu menggambarkan kebiasaan belajar seseorang.				
5	**This is My School** 5.1 Peserta didik mampu meminta dan memberi petunjuk 5.2 Peserta didik mampu berbicara tentang kegiatan ekstrakurikuler 5.3 Peserta didik mampu menggambarkan festival sekolah.				

Mengetahui,   Kotamobagu,   Januari 2024
Kepala Sekolah   Guru Mata Pelajaran

Nelma Laoh, S.Pd   Hasira Mokoginta, M.Pd
NIP. 197203162006042005   NIP. 198201142009022001

MODUL AJAR KURIKULUM MERDEKA
BAHASA INGGRIS FASE D KELAS VII

INFORMASI UMUM	
A. IDENTITAS MODUL	

Penyusun	:	**Hasira Mokoginta, M.Pd**
Instansi	:	**SMP Negeri 7 Kotamobagu**
Tahun Penyusunan	:	**Tahun 2024**
Jenjang Sekolah	:	**SMP/MTs**
Mata Pelajaran	:	**Bahasa Inggris**
Fase / Kelas	:	**D / VII**
Chapter 4	:	**My School Activities**
Elemen	:	**Menyimak – Berbicara**
Capaian Pembelajaran	:	– Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.
Elemen	:	**Membaca - Memirsa**
Capaian Pembelajaran	:	– Pada akhir Fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesiik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentiikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Elemen	:	**Menulis - Mempresentasikan**
Capaian Pembelajaran	:	– Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesiik dan struktur kalimatsederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan

	menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.
Alokasi Waktu :	**7 Pertemuan atau setara 22 JP (3 x 40 menit)**

B. KOMPETENSI AWAL

Unit 1. My Class Schedule
- Peserta didik mampu menjelaskan sebuah kelas jadwal.
- Peserta didik mampu menjelaskan kamar hal-hal di kamar.

Unit 2. My Online Class
- Peserta didik mampu berbicara tentang tips belajar online.
- Peserta didik mampu menggunakan ekspresi: "Bisakah kamu ..." dan "bisakah kamu ..."

Unit 3. My Study Habits
- Peserta didik mampu bicara tentang studi kebiasaan
- Peserta didik mampu mengunakan kata keterangan dari frekuensi.

C. PROFIL PELAJAR PANCASILA

- Beriman dan berakhlak mulia, mandiri, bernalar kritis, kreatif, gotong royong, dan berkebinekaan global.

D. SARANA DAN PRASARANA

1. Sumber Belajar Utama :
   - Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2022, English for Nusantara untuk SMP/MTs Kelas VII, Penulis: Ika Lestari Damayanti, dkk. ISBN 978-602-244-885-3 (jil.1).

2. Sumber Alternatif :
   - Guru juga menggunakan alternatif sumber belajar yang terdapat di lingkungan sekitar dan disesuaikan dengan tema yang sedang dibahas.

E. TARGET PESERTA DIDIK

- Peserta didik reguler/tipikal

F. JUMLAH PESERTA DIDIK

- Maksimal 31 peserta didik

G. MODEL PEMBELAJARAN

- Model pembelajaran tatap muka

H. MATERI PEMBELAJARAN

Unit 1. My Class Schedule

- Talking about class schedules and school subjects.

Unit 2. My Online Class
- Talking about online learning tip.

Unit 3. My Study Habits
- Describing one's study habits.

KOMPNEN INTI

A. TUJUAN KEGIATAN PEMBELAJARAN

Alur Tujuan Pembelajaran :
1. Peserta didik mampu berbicara tentang jadwal kelas dan mata pelajaran sekolah;
2. Peserta didik mampu berbicara tentang tips belajar online; dan
3. Peserta didik mampu menggambarkan kebiasaan belajar seseorang.

B. PEMAHAMAN BERMAKNA

Unit 1. My Class Schedule
- Berbicara tentang jadwal kelas dan mata pelajaran sekolah

Unit 2. My Online Class
- Berbicara tentang tip belajar online.

Unit 3. My Study Habits
- Menggambarkan kebiasaan belajar seseorang.

C. PERTANYAAN PEMANTIK

- Apakah Anda memiliki matematika pada hari senin?

D. PERSIAPAN PEMBELAJARAN

- Menyiapkan bahan ajar/materi.
- Menyiapkan alat dan bahan.
- Menyiapkan rubric penilaian.
- Menyiapkan alat penilaian.

E. KEGIATAN PEMBELAJARAN

Kegiatan Pembelajaran Unit 1. My Class Schedule

Pertemuan Ke-1 s/d Ke-7

Unit 1. My Class Schedule

Kegiatan Awal

- Guru mengulas kembali materi pada Chapter 3. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia pada bagian-bagian penting dalam Chapter 3.

c. Listen to Audio 4.1. Write down the names of class subjects under each picture. Number one has been done for you.

Worksheet 4.2

Bahasa guru:

"Good morning, everyone. Welcome back to our English class. In Chapter 3 we learned how to describe parts of the house, talked about how people clean the house, and to write an instruction text."

- Guru menjelaskan tujuan Chapter 4. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia. Penggunaan Bahasa Inggris dan Bahasa Indonesia dapat disesuaikan dengan tingkat kemampuan Bahasa Inggris peserta didik pada bagian-bagian selanjutnya pada Chapter ini. Nama-nama mata pelajaran, nama-nama hari, dan frase untuk menyatakan jam tidak perlu diterjemahkan ke dalam Bahasa Inggris, kecuali sudah ada padanan katanya.

Bahasa guru:

"Today we are coming to a new topic. It is about class schedules. It is in Chapter 4 of the book. The title is 'My School Schedule'. Are you familiar with the word 'schedule'? What do you think of it? A table? School subjects? Do you have a school schedule here in your class? If yes, can you point at it?"

Kegiatan Inti

- Guru bertanya kepada peserta didik tentang *schedule*, sesuai dengan pertanyaan pada unit ini.

Bahasa guru:

"All right, let me ask you some more questions."

"Do you make a class schedule?"

"Do you hang it on your bedroom wall?"

"What subjects do you have on Monday?"

- Guru mengajak peserta didik fokus pada Worksheet 4.1.
- Guru meminta peserta didik untuk menyiapkan tiga pensil atau spidol warna.

Bahasa guru:

"Now, take a look at the Worksheet 4.1. At the top, you have three categories: Days of the week, Time, and School Subject. I know you are already familiar with days of the week, right? At the bottom, you have the examples box. All you have to do now is to draw a line from the category to the example. Use the speciic color, for example use the color green to draw a line from time and the examples. After that, color the examples box with the same color."

"Let's compare. Did you draw the correct line to match the category with the examples?"

Jawaban Worksheet 1.1
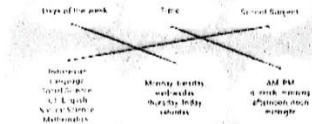
- Guru mengajak peserta didik untuk mengamati Worksheet 4.2 dimaksud.
- Pada bagian ini, peserta didik diminta untuk menuliskan nama mata pelajaran dibawah gambar yang disediakan. Contoh pengisian adalah seperti nomor 1.

Bahasa guru:

"Listen to Audio 4.1."

"Now, let's have a look at Worksheet 4.2. You have to write the names of class subjects under each picture."

- Guru dapat berfokus pada pelafalan nama mata pelajaran, terutama nama pelajaran yang disingkat seperti PE dan ICT.
- Guru tidak perlu mengajak peserta didik untuk menerjemahkan nama mata pelajaran karena peserta didik diharapkan dapat menebak dengan bantuan gambar.

Jawaban Worksheet 4.2

1. Natural Sciences
2. Art and Culture
3. Indonesian Language
4. Maths
5. Information and Communication Technology (ICT)
6. Religious Education
7. English
8. Physical Education (PE)
9. Social Sciences
10. Civic Education

- Guru memperdengarkan Audio 4.2. Bagian ini berfokus ungkapan untuk bertanya dan merespon mengenai jadwal pelajaran pada hari tertentu.
- Guru meminta peserta didik membaca percakapan sambil menyimak audio.

Bahasa guru:

"As you can see in the picture, some students of SMP Merdeka are talking about their classes. I will play the audio twice. As for now, all you have to do is to listen to the audio. You can read the conversation while listening to the audio. You can take notes if you want to. Are you ready?"

- Guru bertanya kepada peserta didik mengenai kosa kata yang mungkin mereka dapat pahami. Guru meminta peserta didik untuk fokus kepada pelafalan sejumlah kata kunci.

> **Audio 4.2 Script:**
>
> **Dialogue 1**
> Galang : Do you have Natural Sciences on Wednesday?
> Leli : No, I don't.
>
> **Dialogue 2**
> Supri : What do you have on Monday?
> Sinta : I have PE, English, and Maths on Monday.
>
> **Dialogue 3**
> Andre : When does Yusi have ICT?
> Ardi : She has ICT on Tuesday.

- Guru meminta peserta didik untuk menyimak Audio 4.2 kembali.
- Guru meminta peserta didik untuk mengerjakan Worksheet 4.3 sesuai dengan informasi pada audio yang diperdengarkan.

Bahasa guru:

"Now listen again to the audio. I want you to focus on the names of the days and the school subjects. You can go to Worksheet 4.3 to look at the pictures irst. If you're ready, I will play the audio once more. While listening, you can draw a line to match the names of the days and the school subjects."

Jawaban Worksheet 4.3
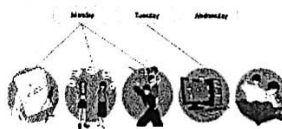
- Guru meminta peserta didik untuk menyimak Audio 4.3 tentang Galang yang ingin meminjam kamus kakaknya untuk belajar Bahasa Inggris di sekolah.

Bahasa guru:

"Now, listen to this Audio 4.3. The Audio is about Galang who wants to borrow his sister's dictionary for studying English at school."

> **Audio 4.3 Script:**
>
> Galang : Kak Sinta, do you have English on Tuesday?
> Sinta : No, I don't. Why are you asking?
> Galang : I just want to borrow your dictionary. I have English on that day.
> Sinta and : Sure, go ahead. Anyway, I have English on Monday Wednesday.
> Galang : Oh, great! My English class is on Tuesday and Thursday.
> Sinta : All right then. You can use my dictionary on Tuesday or Thursday.
> Galang : Thanks, Kak Sinta.
> Sinta : Anytime.

- Setelah memperdengarkan Audio 4.3, guru meminta peserta didik untuk mengerjakan Worksheet 4.4 dengan cara memberi tanda ceklis pada informasi yang benar dan silang pada informasi yang salah sesuai dengan Audio yang diperdengarkan.

Bahasa guru:

"Now, please answer the worksheet 4.4 by putting a check if the information is correct or putting a cross if the information is incorrect."

Jawaban Worksheet 4.4

1.	Sinta wants to borrow Galang's dictionary.	X
2.	Galang has English on Tuesday.	√
3.	Sinta has English once a week.	X
4.	Galang has English twice a week.	√
5.	Galang can use the dictionary only on Tuesday.	X

- Guru memperdengarkan Audio 4.4 yang berisikan percakapan antar peserta didik tentang mata pelajaran di sekolah beserta waktunya.

Bahasa guru:

"Now, please listen to the Audio 4.4 about some students talking about school subjects and time."

Audio 4.4 Script:

Dialogue 1
Yusi : What time do you have Indonesian Language?
Ika : I have Indonesian Language on Monday at 11 o'clock.

Dialogue 2
Deni : What time does Galang have English?
Rinda : He has English on Friday at 8 o'clock.

Dialogue 3
Galang : What time do you have Social Sciences?
Andre : I have Social Sciences on Thursday at 10.20.

- Guru meminta peserta didik untuk menyimak kembali Audio 4.4 dan meminta mereka untuk mengerjakan Worksheet 4.5.

Bahasa guru:

"Let's listen again to Audio 4.4 and write the number to write the time and the pictures in Worksheet 4.5."

Jawaban Worksheet 4.5

| Dialogue 2 | Dialogue 1 | Dialogue 3 |
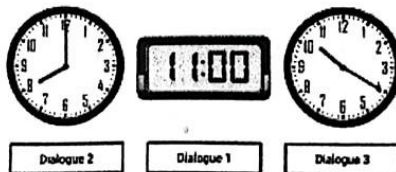
- Peserta didik diajak untuk menyimak Audio 4.5 yang berisi lima dialog singkat. Masing-masing dialog menampilkan ragam ungkapan untuk menanyakan jadwal pelajaran beserta jawabannya.
- Dialog pada Audio 4.5 menampilkan contoh-contoh penggunaan *When do you … /When does she have …* dan *What time do you have … /does he have …* Pertanyaan pertama

Name . . . . Chapter . . . . Date . . . .

How well did I do in Chapter 4?

A

Rate yourself by drawing an emoji next to each statement

| | Not So Well | OK | Very Well |

I can tell the time.

I can ask and give information about one's class schedule.

I can describe my own class schedule.

I can talk about online class activities.
I can write a description about my study habits.

B I learned these new words.

C I liked the *Board Game*.

I liked writing my study habits.

D I shared with my family. I read a descriptive text about my study habits for them. I asked them to add one study tip for me.

My Parent's signature

G. ASESMEN / PENILAIAN

Kriteria Penilaian

- Penilaian proses berupa catatan/deskripsi kerja saat diskusi kelompok.
- Penilaian Akhir Sekor nilai 10-100

Rubrik Penilaian

1. Sikap

a. Apakah aku sudah melakukan pembelajaran secara tanggung jawab ?

b. Apakah aku sudah mengumpulkan tugas secara tepat waktu ?

c. Apakah aku sudah mencantumkan sumber referensi dalam karyaku ?

c. Apakah aku sudah mampu berkolaborasi dengan baik bersama teman-temanku ?

Tabel Jurnal Pengembangan Sikap

No	Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap
1				

2					
3					
4					

Jurnal Penilaian Sikap Spiritual

Nama Sekolah　　: SMP ....

Kelas/Semester　: VII/ II

Tahun Pelajaran : 2023/2024

No	Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap
1	26/09/2022	Nusaybah	Tidak mengikuti sholat dzuhur berjamaan di sekolah	Ketaqwaan
2				
3				
4				

Jurnal Penilaian Sikap Sosial

Nama Sekolah　　: SMP ....

Kelas/Semester　: VII/ II

Tahun Pelajaran : 2023/2024

No	Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap
1	26/09/2022	Nusaybah	Membantu seorang teman yang kesulitan menyeberang jalan depan sekolah·	Kepedulian
2				
3				
4				

Jurnal Penilaian Sikap

Nama Sekolah　　: SMP ....

Kelas/Semester　: VII/ II

Tahun Pelajaran : 2023/2024

No	Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap	Ket
1	26/09/2022	Nusaybah	Membantu seorang teman yang kesulitan menyeberang jalan depan sekolah	Ketaqwaan	
2					
3					
4					

Lembar Penilaian Diri Siswa (Likert Scale)

Nama Teman yang dinalai : ....

Nama penilai : ....

Kelas/Semester : VII/ II

Berikan tanda ceklis (√) pada kolom 'Ya' atau ' Tidak' sesuai dengan keadaan sebenarnya.

No	Pernyataan	Skor			
		1	2	3	4
1.	Saya berdoa sebelum melakukan kegiatan				
2.	Saya melaksanakan ibadah sholat tepat waktu				
3.	Saya berani mengakui kesalahan jika memang bersalah				
4.	Saya mengumpulkan tugas sesuai jadwal yang diberikan				
5.	Saya mengembalikan barang yang saya pinjam dalam kondisi baik				
6.	Saya meminta maaf jika melakukan kesalahan				
7.	Saya datang ke sekolah tepat waktu				

Keterangan:

1 = sangat jarang

2 = jarang

3 = sering

4 = selalu

Lembar Penilaian Diri Siswa (Likert Scale)

Nama : ....

Kelas : ....

Semester : ....

Berilah tanda centang (√) pada kolom "Ya" atau "Tidak" sesuai dengan keadaan sebenarnya

No	Pernyataan	Skor			
		1	2	3	4
1.	Teman saya berkata jujur kepada orang lain				
2.	Teman saya mengerjakan ulangan dengan jujur				
3.	Teman saya mentaati tata-tertib sekolah				
4.					
5.					

Keterangan:

1 = sangat jarang

2 = jarang

3 = sering

4 = selalu

Penilaian Diri Selama Kegiatan Diskusi Kelompok

Nama : ....

Kelas : ....

Petunjuk:

1. Bacalah setiap pernyataan berikut dan berilah tanda centang (√) pada kolom "ya" atau "tidak" sesuai keadaan kalian selama proses diskusi.

2. Kumpulkan format penilaian diri kepada bapak/ ibu guru kalian setelah diisi dengan lengkap.

No	Pernyataan	Ya	Tidak
Selama proses diskusi saya :			
1.	Aktif mengemukakan ide		
2.	Mendengarkan rekan lain yang sedang berpendapat		
3.	Sibuk mengerjakan tugas sendiri		
4.	Tidak bertanya karena takut ditertawakan		
5.	Aktif mengajukan pertanyaan		

| 6. | Melaksanakan kesepakatan kelompok meskipun tidak sesuai dengan pendapat sendiri | | | |

Penilaian Antarteman Selama Kegiatan Diskusi Kelompok

Nama Teman 1 : ....

Nama Teman 2 : ....

1. Bacalah setiap pernyataan berikut dan berilah tanda centang (√) pada kolom sesuai keadaan teman kalian selama proses diskusi.

2. Kumpulkan format penilaian diri kepada bapak/ ibu guru kalian setelah diisi dengan lengkap.

No	Pernyataan	Teman 1	Teman 2
1.	Teman saya aktif mengemukakan ide selama diskusi		
2.	Teman saya mendengarkan pendapat rekan lainnya		
3.	Teman saya mengerjakan tugas kelompok sesuai pembagian tugas yang disepakati bersama		
4.	Teman saya aktif membantu rekan lain yang mengalami kesulitan mengerjakan tugas		
5.	Teman saya menertawakan pendapat rekan lainnya pada saat diskusi kelompok		
6.	dst		

Kriteria Penilaian

Students Name: _____

Focus	Very Good (4)	Good (3)	Fair (2)	Poor (1)
Genre				
Text Structure				
Accuracy				
Vocabulary				
Mechanics				
TOTAL				

LAMPIRAN

A. LEMBAR KERJA PESERTA DIDIK

LEMBARKERJAPESERTADIDIK(LKPD)

Unit 1. My Class Schedule

Nama :

Kelas :

Petunjuk!

Picture 4.1 My desk

a. Answer the questions.

Do you make a class schedule?

Do you hang it on your bedroom wall?

What subjects do you have on Monday?

b. Draw a line to match the category with the examples.

Worksheet 4.1

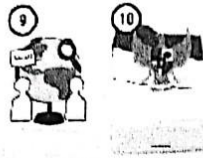c. Listen to **Audio 4.1**. Write down the names of class subjects under each picture. Number one has been done for you.
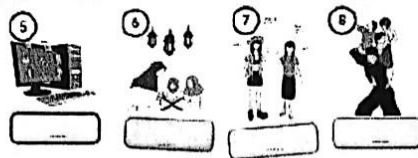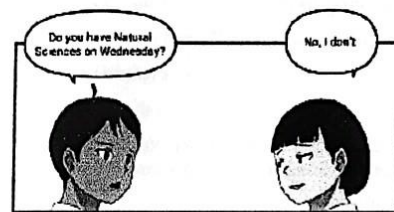
Worksheet 4.2

a. Listen to Audio 4.2. Some students are talking about school subjects and days
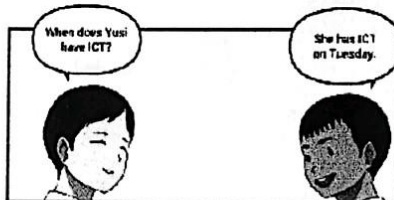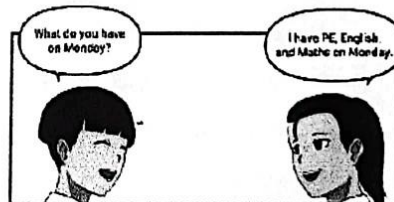
Comic strip 4.1 School subjects and days.

b. Listen again to **Audio 4.1**. Based on the dialogue, draw a line to match the names of the day and the school subjects.

Monday   Tuesday   Wednesday

Worksheet 4.3

c. Listen to Audio 4.3. Galang wants to borrow his sister's dictionary for studying English at school. See the word box at the end of the chapter, to help you ind the meanings of key wordings.

Galang : Kak Sinta, do you have English on Tuesday?

Sinta   : No, I don't. Why are you asking?

Galang : I just want to borrow your dictionary. I have English on that day.

Sinta   : Sure, go ahead. Anyway, I have English on Monday and Wednesday.

Galang : Oh, great! My English class is on Tuesday and Thursday.

Sinta   : All right then. You can use my dictionary on Tuesday or Thursday.

Galang : Thanks, Kak Sinta.

Sinta   : Anytime.

d. Based on the dialog above, put a check (√) if the information is correct or put a cross (X) if the information is incorrect. Number one has been done for you.

|	
1. Sinta wants to borrow Galang's dictionary.	
2. Galang has English on Tuesday	
3. Sinta has English once a week.	
4. Galang has English twice a week.	
5. Galang can use the dictionary only on Tuesday.	

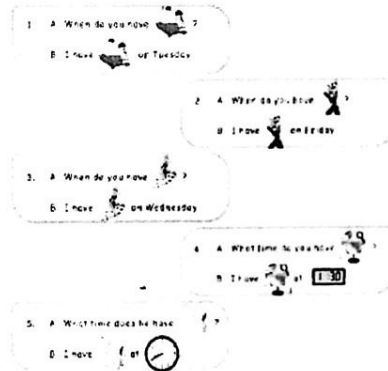a. Listen to Audio 4.4. Some students are talking about school subjects and time.

Comic strip 4.2 School subject and time.

b. Listen again to Audio 4.4. Write the number to match the times and the pictures.

| Dialogue ... | Dialogue ... | Dialogue ... |
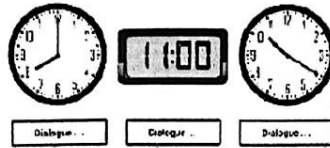
Worksheet 4.5

c. Listen to Audio 4.5. Repeat after your teacher.

Worksheet 4.6

a. Listen to Audio 4.6. Learn how to ask for and give information about one's class schedule.

Appendix 8: Interview Completion Letter

SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama   : Hasira Mokoginta, M.Pd

Jabatan   : Guru Bahasa Inggris

Menerangkan bahwa :

Nama   : Andini Mamonto

NIM   : 20126004

Status   : Mahasiswa Tadris Bahasa Inggris IAIN Manado

       Benar telah melakukan wawancara terkait dengan penyusunan Skripsi yang berjudul **"The Implementation of *Kurikulum Merdeka* in Teaching English at SMP Negeri 7 Kotamobagu"**

       Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

Kotamobagu,   Mei 2024

Narasumber

Hasira Mokoginta, M.Pd

SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama   : Nelma Laoh, S.Pd

Jabatan   : Kepala Sekolah

Menerangkan bahwa :

Nama   : Andini Mamonto

NIM   : 201236004

Status   : Mahasiswa Tadris Bahasa Inggris IAIN Manado

Benar telah melakukan wawancara terkait dengan penyusunan Skripsi yang berjudul **"The Implementation of *Kurikulum Merdeka* in Teaching English at SMP Negeri 7 Kotamobagu"**

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

Kotamobagu,   Mei 2024

Narasumber

Nelma Laoh, S.Pd

SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama   : Meigi Mokoginta, S.Pd

Jabatan   : Wakil Kepala Sekolah Bagian Kurikulum

Menerangkan bahwa :

Nama   : Andini Mamonto

NIM   : 20126004

Status   : Mahasiswa Tadris Bahasa Inggris IAIN Manado

Benar telah melakukan wawancara terkait dengan penyusunan Skripsi yang berjudul **"The Implementation of *Kurikulum Merdeka* in Teaching English at SMP Negeri 7 Kotamobagu"**

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

Kotamobagu,   Mei 2024

Narasumber,

Meigi Mokoginta, S.Pd

Appendix 9: Documentation

Teaching activities at the first meeting on Tuesday 21 May 2024 in class VII A

Teaching activities at the second meeting on Tuesday 21 May 2024 in class VII B

Teaching activities at the third meeting on Wednesday 22 May 2024 in class VII A

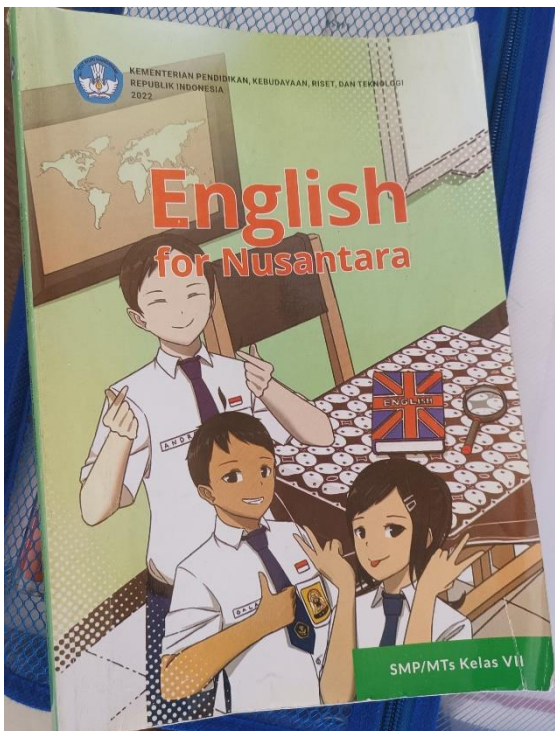Learning activities in English Classroom in class VII A

Interview with English Teacher at SMP Negeri 7 Kotamobagu on Tuesday 21 May 2024

Interview with Principal at SMP Negeri 7 Kotamobagu on Wednesday 22 May 2024

Interview with Vice Principal for Curriculum Affairs at SMP Negeri 7 Kotamobagu on Wednesday 22 May 2024

English Book for seventh grade published by Perbukuan *Centre, Badan Standr,Kurikulum, dan Asesmen Pendidikan* or BSKAP, Kemendikbudristek