

**EFL TEACHERS' PERCEPTIONS TOWARD THE IMPLEMENTATION
OF *MERDEKA* CURRICULUM IN JUNIOR HIGH SCHOOLS IN
JAYAPURA MUNICIPALITY**

An Undergraduate Thesis

Presented in Partial Fulfillment of the Requirements

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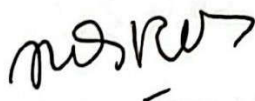
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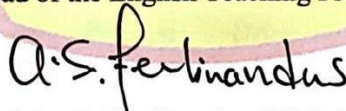


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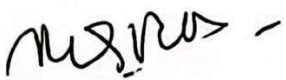
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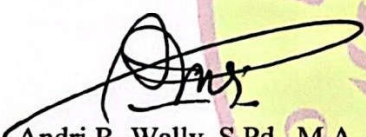
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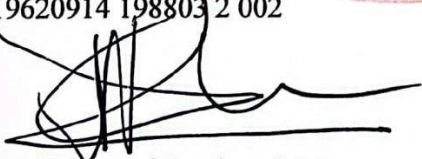
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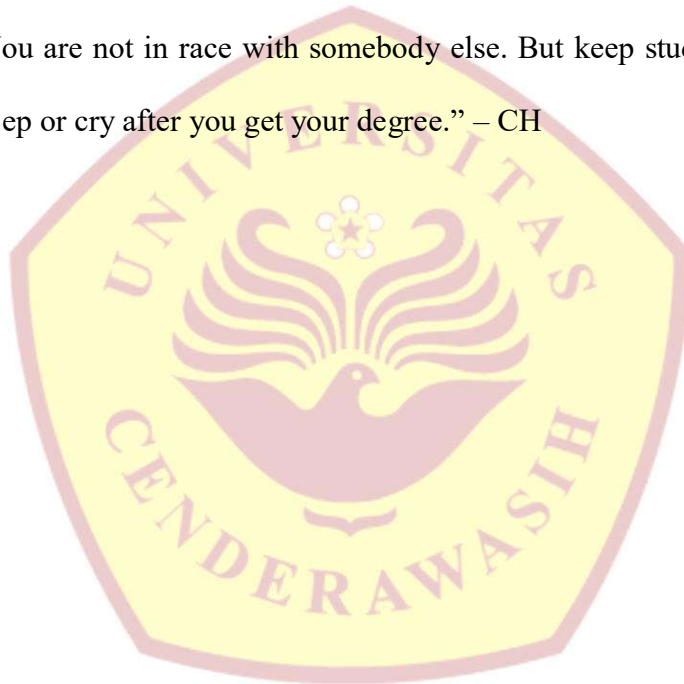
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– Jeremiah 29:11
2. “Surrender to your path, forget about time or speed, and most importantly walk in joy.” – Roxana Jones
3. “Everything is hard before it is easy.” – Goethe
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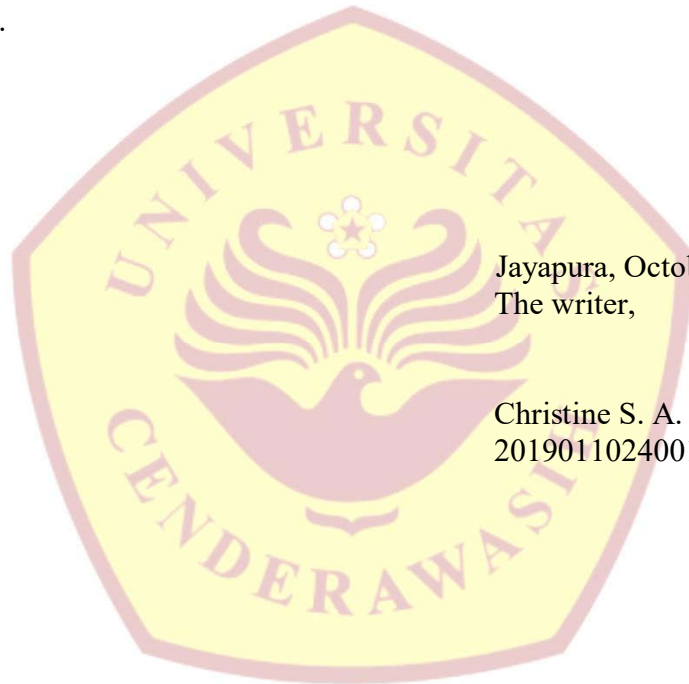
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ABSTRACT

Haay, Christine S. A, 2023. *EFL Teachers' Perceptions toward the Implementation of Merdeka Curriculum in Junior High Schools at Jayapura Municipality*. Unpublished Undergraduate Thesis. English Teaching Program, Department of Teacher Training and Education. Cenderawasih University, Jayapura. Advisor I: Dr. Yulini Rinantanti, M.Ed. Advisor II: Dr. Monika Gultom, M.A.

Key words: Teachers' perception, implementation, *merdeka* curriculum

Curriculum is one of essentials aspect in education. Curriculum changes in Indonesia have occurred twelve times since 1947. However, the changes of curriculum are expected because it must be relevant from time to time. Indonesia's latest curriculum is *Merdeka* curriculum. Thus this research aims to find out the perception of Junior High School (JHS, henceforth) EFL teachers at Jayapura Municipality toward the implementation of the new curriculum, *Merdeka* Curriculum and also to reveal problems or challenges faced by teacher when implementing this new curriculum. This research is mixed method namely Quan-qual research. The population of this study is EFL teachers at state JHS in Jayapura Municipality. The sample of this research are twenty three EFL teachers from ten state JHS. The sample is determined by multistage sampling technique consists of purposive sampling technique in the first stage and random sampling technique in the second stage. To get the data, the researcher shared a 32 items questionnaire to twenty here EFL teachers from ten state JHS and did an interview with ten of them. The result of the questionnaire is analyzed quantitatively while the result of interview is analyzed qualitatively. The findings showed that JHS EFL teachers' perception toward the implementation of *merdeka* curriculum in order from the first aspect to the tenth are as follows: understanding learning outcomes (good; 60,87%), formulating learning objectives (good; 65,22%), compiling plot of learning objectives (good; 65,22%), planning diagnostic assessment (very good; 51,17%), planning learning adjustment (good; 69,56%), developing teaching module (good; 69,56%), carrying out formative assessment (good; 56,52%), carrying out summative assessment (good; 52,17%), reporting learning outcomes (good; 65,22%) and evaluating teaching and assessment (very good; 52,17%). The problems or challenges faced by EFL teachers on implementing *merdeka* curriculum are on the aspect determining learning outcomes and the phase, formulating learning objectives and plot of learning objectives, developing module and learning adjustments. Based on the findings, it can be concluded that the implementation of *merdeka* curriculum at JHS in Jayapura Municipality received good perception from EFL teachers even though they faced several problems and challenges on implementing it.

ABSTRAK

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Key words: *Teachers' perception, implementation, merdeka curriculum*

Kurikulum merupakan salah satu aspek penting dalam pendidikan. Perubahan kurikulum di Indonesia telah terjadi dua belas kali sejak tahun 1947. Namun, perubahan kurikulum diharapkan terjadi karena kurikulum harus relevan dari waktu ke waktu. Kurikulum terbaru di Indonesia adalah Kurikulum Merdeka. Dengan demikian, penelitian ini bertujuan untuk mengetahui persepsi guru Bahasa Inggris SMP di Kota Jayapura terhadap implementasi kurikulum baru yaitu Kurikulum Merdeka dan juga mengungkap permasalahan atau tantangan yang dihadapi oleh guru saat menerapkan kurikulum baru ini. Penelitian ini adalah penelitian metode gabungan Kuantitatif. Populasi penelitian adalah guru Bahasa Inggris di SMP Negeri di Kota Jayapura. Sampel penelitian ini ditentukan dengan menggunakan teknik pengambilan sampel multistage yang terdiri dari teknik pengambilan sampel purposive pada tahap pertama dan teknik pengambilan sampel secara acak pada tahap kedua. Untuk mengumpulkan data, peneliti membagikan 32 item kuesioner kepada dua puluh tiga guru Bahasa Inggris dari sepuluh sekolah menengah pertama negeri dan melakukan wawancara bersama sepuluh dari mereka. Hasil kuesioner di analisa secara kuantitatif sedangkan hasil wawancara dianalisa secara kualitatif. Hasil penelitian menunjukkan bahwa persepsi guru Bahasa Inggris SMP terhadap implementasi kurikulum Merdeka secara berurutan dari aspek pertama hingga aspek kesepuluh adalah sebagai berikut: memahami capaian pembelajaran (baik; 60,86%), merumuskan tujuan pembelajaran (baik; 65,22%), menyusun alur tujuan pembelajaran (baik; 65,22%), merencanakan asesmen diagnostic (sangat baik; 51,17%) merencanakan penyesuaian pembelajaran (baik; 69,56%), mengembangkan modul ajar (baik; 69,56%), merencanakan asesmen formatif (baik; 56,52%), merencanakan asesmen sumatif (baik; 52,17%), melaporkan hasil belajar (baik; 65,22%) dan mengevaluasi pembelajaran dan asesmen (sangat baik; 52,17%). Masalah atau tantangan yang dihadapi oleh guru Bahasa Inggris dalam menerapkan kurikulum merdeka adalah pada aspek menentukan capaian pembelajaran dan fasenya, merumuskan tujuan pembelajaran dan alur tujuan pembelajaran, mengembangkan modul dan melakukan penyesuaian pembelajaran. Berdasarkan temuan, dapat disimpulkan bahwa penerapan

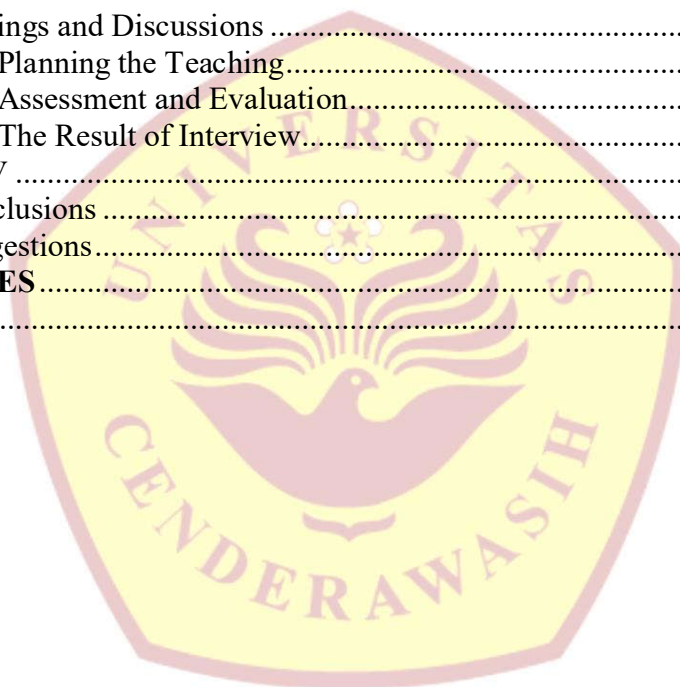
kurikulum merdeka di SMP di Kota Jayapura mendapat persepsi yang baik dari guru Bahasa Inggris meskipun mereka menghadapi beberapa masalah atau tantangan dalam penerapannya.



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