AN ANALYSIS OF ENGLISH TEACHERS' PROBLEMS IN IMPLEMENTING THE INDEPENDENT CURRICULUM AT JUNIOR HIGH SCHOOL

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THESIS

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وَ عَلَى آلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْدُ

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TRANSLITERATION GUIDLINES

1. Konsonan

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada halaman berikut:

Huruf Arab	Nama	HurufLatin	Nama
ا	Alif	tidak dilambangkan	tidak dilambangkan
ب	Ba	B	Be
ت	Ta	T	Te
ث	s\a	s\	es (dengan titik di atas)
ج	Jim	J	je
ح	h}a	h}	ha (dengan titik di bawah)
خ	Kha	Kh	ka dan ha
د	Dal	D	de
ذ	z\al	z\	zet (dengan titik di atas)
ر	Ra	R	er
ز	Zai	Z	zet
س	Sin	S	es
ش	Syin	Sy	es dan ye
ص	s}ad	s}	es (dengan titik di bawah)
ض	d}ad	d}	de (dengan titik di bawah)
ط	t}a	t}	te (dengan titik di bawah)
ظ	z}a	z}	zet (dengan titik di bawah)
ع	'ain	'	apostrof terbalik
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
هـ	Ha	H	Ha
ء	Hamzah	'	Apostrof
ى	Ya	Y	Ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (').

2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	*fath}ah*	a	a
اِ	*kasrah*	i	i
اُ	*d}ammah*	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
ـَىْ	*fath}ah dan ya>'*	ai	a dan i
ـَوْ	*fath}ah* dan *wau*	au	a dan u

Contoh:

كَيْفَ : *kaifa*

هَوْ لَ : *haula*

3. *Maddah*

Maddah atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
...َ ا	...َ ى	*fath}ah* dan *alif* atau	a>	a dan garis di atas
ـِــى	*kasrah* dan *ya>'*	i>	i dan garis di atas
ـُــو	*d}ammah* dan *wau*	u>	u dan garis di atas

رَمَـى : *rama>*

قِيْلَ : *qi>la*

يَمُوْتُ : *yamu>tu*

4. *Ta marbu>t}ah*

Transliterasi untuk *ta>' marbu>t}ah* ada dua, yaitu: *ta>' marbu>t}ah* yang hidup atau mendapat harakat *fath}ah, kasrah,* dan *d}ammah*, transliterasinya adalah [t]. Sedangkan *ta>' marbu>t}ah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h].Kalau pada kata yang berakhir dengan *ta>' marbu>t}ah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *ta>' marbu>t}ah* itu ditransliterasikan dengan ha

(h).

Contoh:

رَوْضَــةُ الأَطْفَالِ : *raud}ah al-at}fa>l*

اَلْـمَدِيْنَـةُ اَلْـفَاضِــلَةُ : *al-madi>nah al-fa>d}ilah*

اَلْحِكْمَــةُ : *al-h}ikmah*

5. *Syaddah* (*Tasydi>d*)

Syaddah atau *tasydi>d* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *tasydi>d*(ّ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّناَ : *rabbana>*

نَجَّيْـناَ : *najjaina>*

اَلْـحَقُّ : *al-h}aqq*

نُعِّـمَ : *nu"ima*

عَدُوٌّ : *'aduwwun*

Jika huruf ى ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* (ـِـىّ), maka ia ditransliterasi seperti huruf *maddah*menjadi i>.

Contoh:

عَلِـىٌّ : *'Ali>* (bukan *'Aliyy* atau *'Aly*)

عَرَبِـىٌّ : *'Arabi>* (bukan *'Arabiyy* atau *'Araby*)

6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf ال (*alif lam ma'arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, al-, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

اَلشَّمْسُ : *al-syamsu* (bukan *asy-syamsu*)

اَلزَّلْـزَلَـةُ : *al-zalzalah*(*az-zalzalah*)

اَلْـفَـلْسَفَةُ : *al-falsafah*

اَلْـبِــلاَدُ : *al-bila>du*

7. *Hamzah*

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku

bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأۡمُرُوۡنَ : *ta'muru>na*

اَلــنَّـوۡعُ : *al-nau'*

شَــيۡءٌ : *syai'un*

أُمِرۡتُ : *umirtu*

8. Penulisan Kata Arab yang Lazim digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an(dari *al-Qur'a>n*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

Fi> Z{ila>l al-Qur'a>n

Al-Sunnah qabl al-tadwi>n

9. *Lafz} al-Jala>lah* (الله)

Kata "Allah"yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mud}a>f ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

دِيۡنُ اللهِ *di>nulla>h* بِاللهِ *billa>h*

Adapun *ta>' marbu>t}ah* di akhir kata yang disandarkan kepada *lafz} al-jala>lah,* ditransliterasi dengan huruf [*t*]. Contoh:

هُـمۡ فِيۡ رَحۡـمَةِ اللهِ *hum fi> rah}matilla>h*

10. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya.Jika terletak

pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR). Contoh:

Wa ma> Muh}ammadun illa> rasu>l

Inna awwala baitin wud}i'a linna>si lallaz\i> bi Bakkata muba>rakan

Syahru Ramad}a>n al-laz\i> unzila fi>h al-Qur'a>n

Nas}i>r al-Di>n al-T{u>si>

Abu>> Nas}r al-Fara>bi>

Al-Gaza>li>
Al-Munqiz\ min al-D}ala>l

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abu> (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi. Contoh:

Abu> al-Wali>d Muh}ammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abu> al-Wali>d Muh}ammad (bukan: Rusyd, Abu> al-Wali>d Muh}ammad Ibnu)

Nas}r H{a>mid Abu> Zai>d, ditulis menjadi: Abu> Zai>d, Nas}r H{a>mid (bukan: Zai>d, Nas}r H{ami>d Abu>)

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11. *Daftar Singkatan*

Beberapa singkatan yang dibakukan adalah:

swt.	=	*subh}a>nahu> wa ta'a>la>*
saw.	=	*s}allalla>hu 'alaihi wa sallam*
a.s.	=	*'alaihi al-sala>m*
H	=	Hijrah
M	=	Masehi
SM	=	Sebelum Masehi
l.	=	Lahir tahun (untuk orang yang masih hidup saja)
w.	=	Wafat tahun
QS …/…: 4	=	QS al-Baqarah/2: 4 atau QS A<li 'Imra>n/3: 4
HR	=	Hadis Riwayat

ABSTRACT

Nama   :   Mirnayanti

NIM   :   2120203879102018

Judul Tesis   :An Analysis of English Teachers' Problems InImplementing
                     The Independent Curriculum at Junior High School.

Penelitian ini bertujuan untuk mengetahui masalah yang dihadapi oleh Guru Bahasa Inggris, baik itu masalah secara internal dan eksternal.masalah internal meliputi motivasi siswa, minat siswa, dan sikap siswa. Sedangkan masalah secara ekstenal meliputi dukungan orang tua, kepemimpinan kepala sekolah, fasilitas sekolah, kompetensi guru, sistem pembelajaran, materi pembelajaran, dan waktu.

Penelitian ini menggunakan pendekatan deskriptif kuantitatif.Jumlah subjek penelitian ada50 guru Bahasa Inggris yang menerapkan kurikulum merdeka di kelas bahasa inggris.Peneliti mengumpulkan data dengan cara membagikan kuesioner berbentuk goggle form yang dikirimkan kepada beberapa guru yang berlokasi jauh melalui sosial media, sedangkan beberapa guru mengisi secara langsung

Hasil penelitian menunjukkanbahwa masalah yang dihadapi guru bahasa inggris adalah masalahinternal. Masalah internal adalah masalah yang muncul dari siswa karena mereka merasa Bahasa Inggris sulit dan membingungkan, masalah internal meliputi: sulitnya guru memotivasi siswa, sulitnya guru memperbaiki sikap belajar siswa, dan sulitnya guru menarik minat siswa. sedangkan Masalah eksternal adalah masalah yang berasal dari guru karena masih minimnya pengetahuan tentang kurikulum merdeka. Masalah eksternal meliputi: kurangnya fasilitas sekolah, kurangnya kompetensi guru, kurangnya sistem pembelajaran yang menarik, kurangnya materi pembelajaran, dan kurangnya waktu.

Kata kunci: Masalah internal, Masalah eksternal, Kurikulum Merdeka.

ABSTRAK

Nama	:	Mirnayanti
NIM	:	2120203879102018
Judul Tesis	:	An Analysis of English Teachers' Problems In Implementing The Independent CurriculumAt Junior High School

This research aimed to discover the problems faced by English Teachers, both internal and external problems. Internal problems include Motivating students, students' interests, and attitudes toward students. Meanwhile, external problems include parental support, principal leadership, school facilities, teacher competency, learning systems, learning materials, and time.

This research used a quantitative descriptive approach. The number of research subjects was 50 English teachers who implemented an independent curriculum in English classes. Researchers collected data by distributing questionnaires in Google Forms, which were sent to several teachers far away via social media. In contrast, some teachers filled them out directly.

The research results show that the problems faced by English teachers are internal problems. Internal problems arise from students because they feel English could be more complex and precise. Internal problems include the need for teachers to motivate students, improve students' learning attitudes, and attract students' interest. At the same time, external problems are problems that originate from teachers because they still need to gain knowledge about the independent curriculum. External problems include a lack of school facilities, teacher competence, an attractive learning system, a lack of learning materials, and a lack of time.

Keywords: Internal problem, external problem, Independent Curriculum.

الإسم :مرناينتي

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موضوع الرسالة :

تحليلمشكلةمعلمياللغةالإنجليزيةفيتنفيذمنهجمستقلفيالمدرسةالإعدادية

تهدف هذه الدراسة إلى تحديد العوامل المثبطة في تنفيذ منهج مستقل. تم إجراء هذا البحث في وحدة التنفيذ الفني لمدرسة واحدة ماتيرو بولو و وحدة التنفيذ الفني لمدرسة الثانية ماتيرو بولو و وحدة التنفيذ الفني لمدرسة الثالثة ماتيروبولو و وحدة التنفيذ الفني لمدرسة واحدة سفى و وحدة التنفيذ الفني لمدرسة الرابعة سفى. صياغة المشكلة هي ما هي المشاكل التي يواجهها مدرسو اللغة الإنجليزية في تنفيذ المناهج المستقلة؟

يتم جمع البيانات من خلال الاستبيانات. استخدمت هذه الدراسة نهجا كميا. تركز الدراسة على ١) العوامل الداخلية: تحفيز الطلاب ومواقف الطلاب واهتمامات الطلاب. ٢) العوامل الخارجية: دعم أولياء الأمور، وقيادة المدير، ومرافق المدرسة، ونظام التعلم، والمواد التعليمية، وكفاءة المعلم والوقت

أظهرت النتائج أن العوامل المثبطة التي تم تحديدها شملت عوامل تثبيط داخلية مقسمة إلى: دافعية الطلاب واتجاهات الطلاب واهتمامات الطلاب. لكن العامل الأعلى هو تحفيز الطلاب. وفي الوقت نفسه، فإن العوامل المثبطة الخارجية هي دعم الوالدين، وقيادة المدير، والمرافق المدرسية، ونظام التعلم، والمواد التعليمية، وكفاءة المعلم والوقت. لكن العامل الأعلى هو المواد التعليمية. بناء على النتائج المذكورة أعلاه، فإنه يظهر أن المعلمين لا يواجهون مشاكل فيما يتعلق بدعم الوالدين والقيادة الرئيسية.كما أظهرت نتائج هذه الدراسة أن العوامل المثبطة لتطبيق منهج التعلم المستقل في كل مدرسة تختلف باختلاف الظروف في المدرسة. أدت فوائد تحديد العوامل المثبطة إلى تقديم عدة توصيات إلى وزارة التعليم والثقافة كمنظم وإلى صانعي السياسات في المدارس الإعدادية.

الكلماتالرئيسية :العوامل المثبطة الداخلية، العوامل الخارجية، المنهج المستقل

CHAPTER I

INTRODUCTION

A. *Background of Research*

The curriculum in Indonesian education itself has undergone several changes, most recently changing the Education Unit Level Curriculum (KTSP) to the 2013 National Curriculum or 2013 Curriculum. On February 1, 2021, the Independent Curriculum became an order from the Minister of Education, Culture, Research, and Technology Nadiem Makarim to be implemented in Indonesia which will begin to be implemented in the 2021/2022 Academic Year in 2,500 schools spread across 34 provinces and 111 districts/cities in Indonesia.[1]

The Independent Curriculum is a policy designed by the government to make a giant leap in the quality of education to produce students and graduates who excel in facing complex future challenges and giving students more independence. The essence of Independent Learning is freedom of thought for educators and students. Freedom to learn encourages the formation of an independent spirit character where educators and students can freely and happily explore knowledge, attitudes, and skills from the environment.[2] In the independent learning curriculum, teachers are free to create educational and fun learning. Current pedagogical competence also requires teachers to be able to model and implement the learning process. Teachers are also given the mandate to act as a driving force to plan, implement, evaluate, and follow up on the

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[1]Rahayu, S, Rossari, D.S. (2021). *Hambatan Guru Sekolah Dasar dalam Melaksanakan Kurikulum Sekolah Penggerak dari Sisi Manajeman Waktu Dan Ruang di Era Pandemi Covid-19.*p. 5759–5768.

[2]Daga, A. T. (2021). Makna Merdeka Belajar dan Penguatan Peran Guru di Sekolah Dasar.*Jurnal Educatio FKIP UNMA*, *7*(3), p.1075–1090.

evaluation.[3] The concept of active, innovative, and comfortable learning must be able to realize students according to the needs of the times, especially in the current era.[4]

Independent Curriculum is known as a learning approach that prioritizes the advancement of students' decisive reasoning abilities, creativity and Independent. The principles of this curriculum emphasize engaging learning experiences, character development and integration between subjects. With regards to English language learning, the execution of IndependentCurriculum provides new challenges and opportunities.

The objectives of implementing Independent Curriculum are to improve students' ability to speak English, develop critical thinking skills, and form an inclusive and creative attitude. The method used in implementing Independent Curriculum in English learning is to integrate the principles of this curriculum into the learning design. Learning activities that prioritize student participation, group discussions, collaborative projects, and problem-based learning are applied in every learning meeting. In addition, the selection of learning materials is also based on contemporary issues and students' needs in communicating in English in everyday life.

The implementation of Independent Curriculum in English language learning provides interesting results. Students are actively engaged in learning, show improvements in critical thinking skills, and experience improvements in

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[3]Sutrisno.(2022). Guru Melaksanakan Evaluasi Pembelajaran di Era.*ZAHRA:Research And Tought Elmentary School of Islam Journal*, *3*(1),p. 52–60.

[4]Ariga, S. (2022). Implementasi Kurikulum Merdeka Pasca Pandemi Covid-19 Implementation of the Independent Curriculum After the Covid-19 Pandemic.*Edu Society: Jurnal Pendidikan, Ilmu Sosial, dan Pengabdian Kepada Masyarakat*, *2*(2),p. 662–670.

their English language skills. In an inclusive and collaborative learning environment, students have the opportunity to speak, argue and discuss relevant issues in English.

Integration between subjects also provides a richer dimension to English learning. For example, in studying environmental topics, students not only improve language skills, but also understand environmental impact and social responsibility.The challenges faced in implementing Independent Curriculum in English language learning include the need to develop learning materials that are that are fitting to the local and global setting. Evaluation that reflects the principles of the Independent Curriculum also requires adjustments in traditional assessment approaches.

Then, the implementation of the Independent Curriculum also opens up opportunities to establish a learning climate that is more comprehensive, innovative and pertinent to this present reality. The principles of the Independent Curriculum teach students to think independently, collaborate, and connect learning to everyday life. The independent curriculum has one of the interesting points in the application of learning. In this educational program, the learning process will be focused on the students. The teacher will become a facilitator in teaching and learning process. With this student center learning, it will also focus on developing the interests and the talents of students.

The implementation of Independent Curriculum in English language learning in schools is a significant step in promoting education that is more student-centered, inclusive and relevant. The curriculum gives the opportunity to

the students to foster decisive reasoning abilities, creativity and better English language proficiency, while connecting learning to real-world issues. Through the execution of IndependentCurriculum, education in Indonesia can produce a generation that is ready to face complex challenges with deep understanding, courageous thinking, and a strong work ethic.On the other hand, the existing curriculum is considered insufficient to improve the quality of education as reflected in the low student learning outcomes indicators. Therefore, the government is more trying to develop a new curriculum to overcome this problem.[5]

All reforms certainly have consequences, but the tactic of continuing to persist in the form of a curriculum that does not include updates is hazardous, because conditioning the curriculum to a fixed position or without change results in knowledge becoming increasingly backward and the nation's youth unable to follow the success obtained from these reforms. Therefore, creation of various forms is needed in the knowledge section.[6]

The Independent Learning Curriculum answers the intense global competition for human resources in the 21st century. Lukum stated three significant competencies in the 21st century: thinking, acting, and living in the world. This competency should be applied in 21st-century learning because this

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[5]Syahrul Hamdi, Cepi Triatna, and Nurdin Nurdin, 'Kurikulum Merdeka Dalam Perspektif Pedagogik', *SAP (Susunan Artikel Pendidikan)*, 7.1 (2022), 10–17 <https://doi.org/10.30998/sap.v7i1.13015>.

[6]Agus Setiawan, Shofi Syifa'ul Fuadiyah Ahla, and H. Husna, 'Konsep Model Inovasi Kurikulum Kbk, Kbm, Ktsp, K13, Dan Kurikulum Merdeka (Literature Review)', *Jurnal Pendidikan Dan Pemikiran Islam*, 7.2 (2020), 113–22 <http://conference.kuis.edu.my/pasak2017/images/prosiding/nilaisejagat/10-MAAD-AHMAD.pdf>.

era will require innovative and creative people to adapt quickly. Therefore, implementing the Independent Learning Curriculum is prepared to prepare quality generations to face this era. The independent curriculum is interpreted as a learning design that provides opportunities for students to learn calmly, relaxed, fun, stress-free, and pressure-free, to show their natural talents.[7]

This curriculum was developed to produce a millennial generation that can understand the material or knowledge taught by the teacher quickly, not just be clever at remembering the teaching material given by the teacher. Students are also expected to be able to utilize technology in their learning process. Previously, education in Indonesia relied heavily on textual books, but now they are starting to be replaced by digital products such as e-books.[8] The curriculum is not only limited to the fields of study contained in it and the learning activities but includes everything that influences the personal development and formation of students by the educational goals to be achieved to improve the quality of education.[9]

However, its implementation must be supported by maximum teacher ability. Curriculum renewal is very influential in the learning process. With this renewal, the learning process, model, or method will be more effective and efficient, and progress will be made to improve the quality of education in

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[7]Putriani, J. D., & Hudaidah, H. (2021).Penerapan Pendidikan Indonesia di Era Revolusi Industri 4.0.*Edukatif : Jurnal Ilmu Pendidikan*, *3*(3), 830–838. Https://Edukatif.Org/Index.Php/Edukatif/Article/View/407.

[8]Samala, A. D., Giatman, M., Simatupang, W., & Ranuharja, F. (2021). E-Jobsheet Based on Mobile Pocket Book as Digital Learning Resources (DLRs). *Jurnal Teknologi Informasi dan Pendidikan*, p.117–123.

[9]Fatih, M. Al, Alfieridho, A., Sembiring, F. M., & Fadilla, H. (2022).Pengembangan Kurikulum Pembelajaran Implementasinya di SD Terpadu Muhammadiyah 36.*Edumaspul: Jurnal Pendidikan*, p.421–427.

Indonesia. Better. The curriculum must be updated to suit current developments, especially when science and information technology have developed increasingly massively and uncontrollably. Curriculum changes in Indonesia are among the most significant changes in the world of education. At this time, the independent learning curriculum is only an option in the world of education because the Ministry of Education and Culture is carrying out socialization first so that this independent curriculum can become a national curriculum.[10]

The concept of the independent learning policy is that teachers as educators can create a comfortable learning atmosphere and arouse enthusiasm for learning so that students do not feel burdened by the material presented by the teacher. In the Independent Learning Curriculum, a teacher must be creative and innovative in designing learning. In creating independent learning for students, a teacher must be able to use his creativity in designing learning using various existing learning methods and media. Learning will be exciting and fun if a teacher can create learning creatively and innovatively. Teachers can choose learning methods suitable for students and use learning media so that students can more easily understand the material being taught. By using the correct learning methods and media, learning will be created that is fun and not monotonous.[11]

The Independent Learning Curriculum was implemented in the 2021/2022 Academic Year, and not all schools have implemented this curriculum,

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[10]Rahmadhani, P., Widya, D., & Setiawati, M. (2022).Dampak Transisi Kurikulum 2013 ke Kurikulum Merdeka Belajar Terhadap Minat Belajar Siswa.*JUPEIS:Jurnal Pendidikan dan Ilmu Sosial*, *1*(4).

[11]Yusuf, M & Arfiansyah, W. (2021).Konsep "Merdeka Belajar" dalam PandanganFilsafat Konstruktivisme.*AL-MURABBI: Jurnal Studi Kependidikan dan Keislaman*, p.120–133.

so there are still few references regarding the Independent Learning Curriculum, especially at the elementary school level. In its implementation, there are still teachers who cannot get out of their comfort zone, whereas in learning the Independent Learning Curriculum, a teacher is required to be more creative and innovative in designing their learning; that is, the teacher must have the ability to master the learning material and develop in-depth material that is interesting and fun. So, teachers have to get out of their comfort zone and follow current developments in teaching. The Independent Learning Curriculum's Pancasila Student Profile guides Indonesia's education system, including learning, programs, activities, and assessments. This confuses teachers in implementing and strengthening the Pancasila Student Profile. This certainly raises several problems experienced by teachers in implementing the Independent Learning Curriculum.[12]

According to President Regulation in Nurlisa, 2019, the curriculum is a set of plans and arrangements covering educational objectives, content, learning materials, and learning methods that aim to serve as guidelines in implementing the teaching and learning process to achieve the stated goals. However, the curriculum is a program or learning system designed to train student creativity and activeness.

Handler 2010 said that teacher professionalism development is essential to curriculum development and implementation success.

However, implementing the curriculum is not easy for a teacher who needs to gain knowledge, especially in curriculum development; it will make it

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[12]Rosidah, C. T., Pramulia, P., & Susiloningsih, W. (2021).Analisis Kesiapan Guru Mengimplementasikan Asesmen.*Jurnal Pendidikan Dasar*, *Vol 12 No*(1), p.87–103.

difficult for the teacher to implement the curriculum related to what the students and school need. According to Sani 2015, teachers need sufficient knowledge about the scientific approach. The curriculum creation is a local, regional, state, or provincial process that student teachers sometimes need help understanding.

The digital era of Industrial Revolution 4.0 has impacted the learning process because IT has developed. However, teachers still need to use technology to its full potential, which has challenges and opportunities for educational institutions. The conditions for the progress and development of educational institutions must have the power to innovate and collaborate. You must be able to innovate and collaborate to be included. Educational institutions must be able to balance the education system with current developments. To realize this, it is necessary to update the curriculum with advances in time and technology. If there is no reform, Indonesia's learning and education process will experience delays compared to education in other countries. As time goes by, updating the curriculum may be irrelevant if you are still using the old curriculum method. It can be used as a foundation in the learning process to make it more effective and efficient so that learning can be created that can achieve the national goals set.[13]

Education units at the early to middle childhood education levels are given the freedom to independently and voluntarily implement the Independent Curriculum. The increasingly massive implementation of the Independent

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[13]Yamin, M., & Syahrir, S. (2020). Pembangunan Pendidikan Merdeka Belajar (Telaah Metode Pembelajaran). *Jurnal Ilmiah Mandala Education*, p.126– 136.

Curriculum entering the 2023/2024 academic year still provides options for schools to implement the curriculum according to readiness.

According to Guritno, the independent curriculum demands the independence of school principals and teachers to study the Independent Curriculum independently. As a result, the need for teachers to learn online is increasing, and some teachers need more time because of limited internet networks due to geographical conditions and infrastructure.

Special education and teacher training are needed in implementing an independent curriculum. Teachers are expected to optimize the support strategies prepared by the Ministry of Education and Culture, starting from the Merdeka Mengajar Platform, webinar series, learning communities, resource persons sharing good practices, support service centers, and collaborating with partners. So, it is also a problem for teachers, causing them not to focus on teaching in class because of the large amount of administration teachers must do.

Therefore, there are still teachers who feel they need more time to be ready to overcome the challenges of these limitations. Even though the school is in the city, many locations still need an internet signal. Not only are there network problems, but also the existence of the P5 program costs a lot of money; teachers need help designing P5 activities, and there needs to be more facilities and infrastructure, as well as time allocation for implementing P5 activities in schools.

So far, if there are changes to the curriculum, schools are waiting for direction from the central and regional governments. There is training at the national, regional, and school levels, but it only reaches some schools due to limited reach and budget. However, with the changes to the Independent Curriculum, which is planned to become the national curriculum in 2024, schools need awareness to change according to the school's potential.

Thus, the researcher is interested to investigate it into the research entitled **An Analysis of English Teacher's Problems in Implementing The independent Curriculum at Junior High School.**

B. *Research Question*

Based on the background of the research, the problems of the present research are formulated as follows:

What are the problems faced by the English Teachers in implementing the independent Curriculum ?

C. *Objectives of the Research*

To Describethe problems faced by English Teachers in implementing the independent Curriculum in teaching English.

D. *The significances of the Research*

1. This research is beneficial for the researcher as a novice research, especially in learning how to conduct research.
2. This research finding is expected to be useful and valuable, for students and teachers.
3. These research findings are also expected to be positive and valuable information, especially those who are teaching and learning English as a foreign language.
4. This research is expected to be practical and theoretical information to the development of the theories in language teaching.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Related Studies*

Several researchers have conducted some studies related to implementing an independent curriculum. The studies are describe as follows: The first issue was carried out by Restu Rahayu et all in 2022[14] entitled Implementation of the Independent Learning Curriculum in Driving Schools, Mila Yaelasari et all in 2022[15] with The Implementation of the Independent Curriculum has a way for students to learn for all Subjects, Ahmad Zainuri ea all in 2022[16] with Implementation of Independent Curriculum Learning in Islamic Education and Character Subjects at MIN 1 Palembang, Septrida Fitra et all in 2023 entitled An Analysis of English Teachers' Challenges in Implementing *Merdeka* Curriculum at Sman 3 Solok Selatan, Aqila Nurfadila et all in 2023[17] authorized Problems in the implementation of Independent Curriculum at SMAN 1 Masbagik, Saly Kurnia Octaviani et all in 2023 with Independent Learning Curriculum for Vocational Students Motivation and Interest in Learning English Language, Mastur et all in 2023[18] Strategi the principals Leadership style in Implementing "

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[14]Restu Rahayu, 'Implementation of the Independent Learning Curriculum in Driving Schools ', 1.3 (2023), 48–59.

[15]Mila Yaelasari, 'The Implementation of the Independent Curriculum has a way for students to learn for all Subjects', 2023, 60–73.

[16]Ahmad Zauriand others, 'The Implementation of Independent Curriculum: Implementation of Independent Curriculum Learning in Islamic Education and Character Subjects at MIN 1 Palembang ', December, 2019

[17]Aqila Nurfadila and I Made Sujana, 'Problems in the Implementation of Independent Curriculum (IC) A Case Study at SMAN 1 Masbagik in Academic Year 2022 / 2023', 8.2774 (2023), 1620–30.

[18]Mastur, 'Strategi the principals Leadership style in Implementing ', 2.3, p.999–1008.

Merdeka Belajar" in schools, Ana Nur Salsabila et all in 2023[19] With Implemetation of The Independent Curriculum for Students with Special needs at SDN Gadang 03 Malang city, Quratul Aini e all in 2023[20] entitled Implemetation of an Independent Curriculum in supporting Students freedom to create and Learn, Dasmo et all in 2023 Level of Readiness for Implementation of the Independent Curriculum in Senior High Schools in Depok, Firmansyah Koesyono Efendi et all in 2023 entitled Implementation of the Independent Curriculum in Elementary School, Anita Kusuma Pertiwi et all in 2023 with vocational high school English Teachers perspective " merdeka belajar" Curriculum.

Based on the results of some studies mentioned above, several of them succeeded, and others failed to reach the study's final conclusion. This was obtained by researchers named Dasmo, Firmansyah, Aqilah Nur Fadilah, Mila Yaelasari, and Restu Rahayu. In Dasmo's research, he revealed that implementing the independent Curriculum in several Depok high schools still needs improvement. This is due to the need for more collaboration between the principal and the teachers. Meanwhile, in Firmansyah's research, he said that implementing the independent Curriculum in elementary schools still needs to be more generally applicable. In other words, only a few classes apply the independent Curriculum. Aqilah Nur Fadilah's research revealed that implementing an independent Curriculum has several problems teachers face. The teachers still lack training, facilities that are less supportive in the teaching process and in designing learning tools, and students do not get much material explanation from their teachers; in Mila Yaelasari's research, she revealed .

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[19]Ana Nur Salsabilah and others, 'Implementation of the Independent Curriculum for Students with Special Needs at SDN Gadang 03 Malang City', 9.1 (2023), p.110–19.

[20]Quratul Aini, 'Implemetation of an Independent Curriculum in supporting Students freedom to create and Learn', 9.1 (2023), p.110–19.

that with the frequent changes in the Curriculum used at the education unit level, this will affect the way students learn for all subjects. Hoping that students can understand the lessons learned more quickly from the teacher. However, in implementing the independent Curriculum, students become less effective, and the social level needs to be improved, emphasizing individual attitudes. In Restu Rahayu's research, she revealed that the result of this study indicates that the curriculum implementation in the driving school has been carried out and is ongoing. However, in practice, there are still many shortcomings and obstacles. Arnita Kusuma Pusparni's research revealed that the Merdeka Curriculum has been applied for almost three years, so many gaps are found in the implementation. But, not all teachers understand the concept of the Merdeka Curriculum. This contradicted when they agreed on the Independent Curriculum, but the teacher needed to understand the concept better.

In contrast to the failure in implementing the independent curriculum obtained by the three previous researchers, some researchers have succeeded. One of them is research conducted by Ana Nur Salsabilah, who had researched schools with special needs. The result of her study stated that the independent curriculum implementation is simple and detailed. The students can understand the material maximally and do not need specific teaching strategies. Another successful study was conducted by Quratul Aini, who concluded that implementing an independent school curriculum can support creative freedom, and learning becomes optimal.

The second issue was carried out by Geminastiti Sakkir et al. in 2023, entitled The Challenges Faced by Teachers in Teaching English in the Current

Curriculum Change, Muh. Rafiq et all in 2023 entitled Teachers Perception and difficulties on developing a lesson plan, Intan safitri et all in 2023 in English Teacher's perception on the implementation of merdeka curriculum at private vocational high school, Inayah Septiyani et all in 2023 entitled teachers challenges in implementing an independent Learning curriculum in science and social studies for primary IV students, Ayu Anggraeni in 2023 entitled how teachers interpret and implement independent curriculum, Fajar Novtian 2023 in English Teachers challenges in Applying Learning Model of the implementation of merdeka belajar curriculum, Adelia Alfama et all in 2023 with Perception of Indonesian Teachers on the Implementation of Merdeka curriculum, Lisa Kurnia Ningsih in 2023 with Challenges Faced by English Teachers on implementing kurikulum Merdeka During the Teaching Practicum Program, Taranindya Zulhi Amalia in 2023 with Integrating Spiritualy in Teaching English to Young Learners based on the Independent Curriculum in Elementary Schools, Rusi Rusmiati Aliyyah in 2023 Perception of elementary school teahers towards the implementation of the independent curriculum.

From the research results described above, several researchers succeeded and failed. Some of the researchers who died were the result of studies from Ayu Anggraeni; teachers experienced several problems in implementing the independent curriculum and still experienced a lack of knowledge in interpreting the components of the independent curriculum; they also lacked time in preparing materials and adjusting the changes of the new English teaching-learning model. The teachers could not manage time effectively and needed more references. How

inayah Septiani found another problem faced by the teachers, which was that they did not understand the detailed format of learning modules, which was supported by the use of learning media, the difficulty of linking science material and social materials, and inadequate assessment techniques. Lisa Kurnia Ningsih Research They faced challenges implementing Merdeka's curriculum because it is new for them. When they learned micro-teaching, they only focused on the curriculum in 2013, but it turned out that when they were in the field, they had to teach based on the curriculum Merdeka. Geminastiti Sakkir's research shows that teachers face many difficulties teaching English in the current curriculum change. The problems are students' conditions, teachers' conditions, schools' conditions, materials conditions, Learning process, and technology implementation.

On the other hand, several other studies experienced success. One of them is Rusi Rusmita Aliyyah. The research concludes that the success of the curriculum will be determined mainly by technological readiness, support, and collaboration from all stakeholders, both central and local governments, educational quality assurance institutions, universities, schools, teachers, parents, and the community. This research contributes to solving the problems faced by the Indonesian government due to the impact of online learning, which results in low literacy. The next is by Muh. Rafiq stated that teachers have a good perception of the development of teaching materials in the independent curriculum. In line muh. Rafiq, a researcher called Sania Tricahyati, also obtained positive results regarding the readiness of teachers to apply the independent curriculum. Adelia Alfama also got the same result as some previous researchers. She said that

teachers have a positive perception because of the potential of the independent curriculum to improve the quality of learning.

After explaining the result from the previous research on the implementation of an independent curriculum and also on the perception of the teachers, the current researcher uses an analysis of English teachers' problems in implementing the independent curriculum.

B. *Some Pertinent Ideas*

1. Understanding Merdeka Curriculum

a. The independent curriculum

The concept of curriculum could be approached from four different perspectives. Firstly, the curriculum is an idea that emerges from theories and research. Secondly, it could be viewed as a written plan that embodies the curriculum as an idea, including objectives, teaching materials, learning activities, tools or media, and learning time. Thirdly, the curriculum could be seen as an activity, referring to implementing the written plan through learning practices. Finally, the curriculum could be seen as a result, which is the outcome of the curriculum as an activity, demonstrated through students' accomplishment of curriculum goals.[21]Furthermore, based on UU No.20/2003. Stated that curriculum is a set of plans and arrangements regarding the objectives, content, materials, and methods used as guidelines for organizing learning activities to achieve specific educational goals.[22]

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[21]Hasan, Said Hamid. Evaluasi Kurikulum. Jakarta: Depdikbud -Dirjen. Dikti P2LPTK. (1988).

[22]Depdiknas .2003.Undang-undang RI No.20 tahun 2003.tentang sistem pendidikan nasional.

The Independent Curriculum is a curriculum with various intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competence. Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students. Projects to strengthen the achievement of Pancasila student profiles are developed based on certain themes set by the government. The project is not directed to achieve certain learning achievement targets, so it is not tied to subject content.

The government has started implementing the Independent Learning Curriculum in 2022. This curriculum aims to simplify the previous curriculum, which seemed complicated and could not meet the competency achievements of students.

The implementation of the Independent Learning Curriculum in Indonesia is becoming increasingly massive. This is marked by the Decree of the Head of the Educational Standards, Curriculum, and Assessment Agency of the Ministry of Education and Culture Number 022/H/KR/2023 concerning Education Units Implementing the Independent Curriculum in the 2023/2024 Academic Year, which states that more than 105 thousand schools or educational units have implemented it.

Various national and international studies show that Indonesia has experienced a long-standing learning crisis. These studies show that many Indonesian children are unable to understand simple reading or apply basic math concepts. The findings also show a steep education gap between regions and social groups in Indonesia. This situation then got worse due to the outbreak of the Covid-19 pandemic. To overcome these crises and various challenges, we need systemic changes, one of which is through the curriculum.

The curriculum determines the material taught in class. The curriculum also influences the pace and teaching methods that teachers use to meet students' needs. For this reason, the Ministry of Education and Culture has developed the Independent Curriculum as an important part of efforts to recover lessons from the crisis that we have experienced for a long time.

The Ministry of Education and Culture has simplified the curriculum in special conditions (emergency curriculum) to mitigate learning loss during the pandemic. The results from 31.5 percent of schools that used the emergency curriculum showed that the use of the emergency curriculum could reduce the impact of the pandemic by 73 percent (literacy) and 86 percent (numeracy).

The effectiveness of the curriculum in special conditions further strengthens the importance of changing curriculum design and implementation strategies more comprehensively.

To support Indonesia's educational vision and as part of efforts to restore learning, the Merdeka Curriculum (previously referred to as the prototype curriculum) was developed as a more flexible curriculum framework while focusing on essential material and developing the character and competencies of students.

This curriculum is also a breakthrough step to help teachers and school principals change the learning process to be more relevant, in-depth, and enjoyable. So students can more easily understand the learning being carried out.

There are two principal targets that fundament this policy. To start with, the public researcherity, for this situation the Ministry of Education and Culture, needs to underline that schools have the power and obligation to foster an educational program that fits the requirements and setting of each school.

Second, with this educational program choice arrangement, it is trusted that the most common way of changing the public educational program can happen without a hitch and bit by bit.

The government is tasked with compiling a curriculum framework. Meanwhile, its operationalization, how the curriculum is implemented, is the school's task and autonomy for the teacher. Teachers as professional workers who have the researcherity to work autonomously, based on educational knowledge. Thus, the curriculum between schools can and should be different, according to the characteristics of students and school conditions, while still referring to the same curriculum framework.

Changes in the curriculum framework certainly demand adaptation by all elements of the education system. This process requires careful management so that it produces the impact we want, namely improving the quality of learning and education in Indonesia. Therefore, the Ministry of Education and Culture provides curriculum options as one of the change management efforts.

Changes to the new national curriculum will occur in 2024. At that time, the Merdeka Curriculum had already gone through iterations of improvement for 3 years in various schools/madrasas and regions. In 2024 there will be quite a number of schools/madrasas in each region that have studied the Independent Curriculum and will later become learning partners for other schools/madrasas.

This phased approach gives teachers, principals and the education office time to learn. The learning process of these key actors is important because this learning process forms the foundation of the educational transformation that we aspire to.

Let's remember, the goal of curriculum change is to overcome a learning crisis. We want to make schools a safe, inclusive and fun place to learn. For this

reason, the Ministry of Education and Culture is making systemic changes, not just the curriculum. We are reforming the education evaluation system, organizing the teacher recruitment and training system, aligning vocational education with the world of work, assisting education offices, and strengthening budgets and institutions.

Therefore, the Implementation of the Merdeka Curriculum can be applied as preparatory curriculum. To implement this curriculum, schools must register and fillout a questionnaire about their readiness. The results of the questionnaire willdetermine the best alternative that can be used by schools. Education units are giventhe freedom to implement several sections and principles, but do not change thepreviously implemented curriculum. In the Independent Curriculum, teachers canprovide subject matter according to the needs and abilities of students. It doesn't needto be given in an orderly manner. Teachers can plan lessons creatively based on theirneeds. The minimum passing score is also determined by the conditions of thestudent and the school. Other differences are Learning Outcomes, LearningObjective Flow, and twenty percent project-based learning process. Changing thecurriculum from K13 is a challenge for teachers (Rizki, 2022).

The challenge of implementing the Merdeka curriculum is facingdevelopment technology in the era of industry 4.0 in high school, it is more aboutthe implementation of learning among others are 1) demands for continuousimprovement of teacher competence; 2) demands for the availability of adequateinfrastructure; and 3) demands for the independence of educational institutionsaccording to Sinulingga (2022). In addition, according Arifa (2022) find several kinds of challenges inimplementing Merdeka curriculum include; competency readiness, teacher's skill,mindset of educators as implementers of education, and readiness of infrastructure,facilities and infrastructure.

Such systemic changes certainly cannot happen in an instant. It is hoped that step by step changes in the curriculum will provide adequate time for all key elements so that the foundation for transforming our education can be firmly and firmly planted.

b. The Characteristics of Merdeka Curriculum

1) Soft skills and character development

The main characteristic of the Merdeka Curriculum is that it Prioritizes project-based learning and character. Learning focuses on memorizing concepts and involves students in practicum or experiments called "learning by doing." Students will observe phenomena related to a concept to gain knowledge. The learning models used include inquiry, problem-based learning, project-based learning, and discovery learning. Through conducting experiments and projects, students will develop soft skills such as communication, cooperation, leadership, critical thinking, and time management, making learning more meaningful.

The formation of student character by the profile of Pancasila occurs indirectly through the learning process. However, students' abilities in various matters will only benefit society with the right attitude. Therefore, students are expected to demonstrate behaviors that are by the values of Pancasila, including its six main characteristics, namely faith and piety to God Almighty, noble character, respect for diversity, cooperation, independence, critical thinking, and creativity. In addition, students also have the opportunity to study important issues such as sustainable lifestyle, tolerance, mental health, culture, entrepreneurship, technology, and democratic life. They will then be trained to act in response to these issues.

2) Focus on essential material

All subject matter is essential to learn, and the time available for learning in school is limited. Therefore, focusing on the most useful necessary materials is better. Two critical competencies that need to be emphasized are literacy and numeracy. Literacy is the ability to analyze reading and understand the concepts behind writing. At the same time, numeracy is the ability to analyze and use numbers. Both competencies are essential for students in everyday life, no matter what profession they will take in the future.

The independent Curriculum offers less teaching material, but the discussion is more in-depth. This is much better than learning many things but is quickly forgotten because it does not delve into them. Each teaching material in this Curriculum has essential questions that guide students in understanding what they learn. It is expected that students can answer these questions based on their learning experience.

3) Flexibility for teachers and students

Teachers have the ability to conduct learning that is tailored to the abilities of each learner. Since each child has different abilities, it is the teacher's job to assess the learners' initial competencies and facilitate appropriate learning.

2. English Subject in Independent Curriculum

a. Learning Outcome

Learning outcomes are the minimum competencies the students have to achieve for each subject in the learning process. Learning outcomes designed concerning the Competency Standards Graduates and Content Standards, as Core Competencies and Basic Competencies in the 2013 Curriculum, were intended. Achievements Learning is a renewal from Core Competencies and Basic Competencies, designed to continue Strengthening learning that focuses on competency development. In learning outcomes, a strengthened strategy to achieve these goals increasingly is to reduce the scope of the material and change the procedures for preparing achievements that emphasize flexibility in learning.[23]

Material reduction, a Consequence of oriented learning competence, is the need for a reduction in subject matter. Simplifying the curriculum by reducing content or subject matter does not mean the achievement standards are lower. Instead, the curriculum focuses on essential subject matter. This important material is studied more freely, not in a hurry, so that students can learn deeply, explore a concept, see it from a different perspective, see the relationship between one concept and another, apply the newly discovered concept in different situations, and real situations, as well as reflect on their understanding of the concept.[24]the learning experience it will strengthen students' understanding of a concept more deeply and continuously.[25]

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[23]Sintiawati, et.al . Partisipasi Civitas Akademik dalam Implementasi Merdeka Belajar Kampus Merdeka (MBKM). Jurnal Basicedu,(2022). 6(1), 902–915.

[24]ritchett, Lant & Beatty, Amanda. . Slow down, you're going too fast: Matching curricula to student skill levels. International Journal of Educational Development.(2015) 40.

[25]Wiggins, G., & McTighe, J. Understanding by design (2nd ed.).Alexandria, VA: Association for Supervision and Curriculum Development ASCD. Colombian Applied Linguistics

According to constructive learning theory, knowledge is not a collection or set of facts, concepts, or rules to remember. "Understanding" in constructivism is constructing knowledge through experience. Understanding is not static but evolves and changes constantly as students build new experiences that modify previous understandings. This meaningful understanding requires a student-centered learning process and a longer time than learning that simply "stuffs" students with less significant information because it is just to be known or memorized. Thus, as much as possible, the learning outcome prioritizes competencies that need to be achieved without binding the context and content of learning. Based on these competencies, education units are expected to develop learning that is in accordance with the school context and relevant to students' development, interests, and culture. This refers to competence, which is more than just acquiring knowledge and skills; it also cultivates and uses the knowledge, skills, attitudes, and values learned to deal with complex situations or problems.[21] Learning outcome is expected to show a series of learning processes of a science concept, from understanding a concept to using science concepts and skills to achieve more complex cognitive demands (for example, asking creative solutions, not just answering questions).

In this stage of formulating learning objectives, teachers have not sequenced these goals, just design more operational and concrete learning goals first. The sequence of learning objectives will be arranged in the next stage. Thus, teachers can carry out the process of developing lesson plans step by step. Writing learning objectives should contain of two main components, namely:

Journal. (2005).

1) Competence, namely the ability or skill that needs to be demonstrated by students. Guiding questions that teachers can use include: concretely, what abilities do learners need to demonstrate, what stage of thinking do learners need to show.

2) The scope of the material, namely the main content and concepts that need to be understood at the end of a learning unit. Guiding questions teachers can use include: what are the things they need to learn from a big concept expressed in learning outcome. Whether the surrounding environment and the lives of learners can be used as a context for learning content in learning outcome

1) Learning outcome target

General English learning at the national curriculum's primary and secondary education levels provides opportunities for students to gain insights related to themselves, social relations, culture, and global job opportunities. Their understanding of this sociocultural and intercultural knowledge can improve critical thinking skills.

2) English Learning outcome objectives

The achievement of English learning in the independent Curriculumhas the following objectives:

a) Communicative competence in English with a variety of multi-modal texts (oral, written, visual, and audiovisual).

b) Intercultural competence to understand and appreciate the perspectives, practices, and products of Indonesian and foreign cultures.

c) Self-confidence to express as an Merdeka and responsible individual.

3. Learning Objective Flow

Learning objectives flow is the other components of Merdeka Curriculum. The flow of learning objectives actually has a functionsimilar to what is known so far as the "syllabus", which is for planningand organizing learning and assessment in general for a period of oneyear. Therefore, teachers can use the learning objectives flow only, andthis learning objective flow can be obtained by teachers by:

a. Self-designing based on learning outcome,

b. Develop and modify the examples provided, or

c. Use government-provided examples

In developing the flow of learning objectives, there are several principles that need to be considered:

a. Learning objectives are more general goals rather than daily learning objectives.

b. The flow of learning objectives must be complete one phase, not cut off in the middle of the road.

c. The flow of learning objectives needs to be developed collaboratively, (if the teacher develops, it is necessary for teacher collaboration across classes/levels in one phase.

d. The flow of learning objectives is developed according to the characteristics and competencies developed by each subject. It is therefore best developed by subject experts, including teachers who are proficient in the subject; The flow of learning objectives does not need to be cross-phase (except special education).

e. The method of arranging the flow of learning objectives must be logical, from simple to more complicated abilities, can be influenced by the characteristics of the subject, the learning approach used (eg: realistic mathematics).

f. The display of learning objectives begins with the flow of learning objectives first, then the thought process (for example, deciphering from elements into learning objectives) as attachments to make it simpler and to the point for teachers.

g. Because the flow of learning objectives provided by the Ministry of Education and Culture is an example, the flow of learning objectives can be numbered or letters (to show the sequence and completion of completion in one phase);

h. The learning objective flow describes one learning objective flow, not branching (not asking the teacher to choose). If in fact the sequence can be different, it is better to make another learning objective flow as a variation, the sequence / flow needs to be clear according to the choice or decision of the compiler, and for that can be given a number or code.

i. The flow of learning objectives focuses on achieving learning outcome, not the Pancasila student profile and does not need to be equipped with learning approaches/strategies.[26]

4. Learning Focus

English learning is focused on strengthening the ability to use English in six language skills, namely listening, speaking, reading, listening, writing, and presenting in an integrated manner, in various types of texts. Learning outcomes of at least these six English skills refer to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) and equivalent level B1. Level B1 (CEFR) reflects the specifications that can be seen from the ability of students to the following:

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[26]Anindito Aditomo, panduan pembelajaran dan assessmen. Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.2022.

a. Maintain interaction and convey something desired, in a variety of contexts with clear articulation;

b. Express the main points to be conveyed comprehensively; and

c. Maintain communication even if there are occasional pauses.

d. English language learning at the Primary and Secondary Education levels is expected to achieve the ability to communicate in English as part of life skills.

   English learning has a different focus each phase. Here's the focus of each phase:

1) Phase A is focused on the introduction of English and the ability to speak English.

2) Phase B, learning is focused on spoken English skills, but written language is introduced. In this phase, teachers need to help students understand that the way English pronounces and writing is different.

3) Phase C, at the final level of the level (SD/MI/Program Package A), learning is focused on spoken and written English skills

4) General English learning in Phase D (SMP/MTs/Program Package B), focuses on strengthening spoken English and strengthening written language skill

5) Phases E and F (SMA/MA/Program Package C), English language learning focuses on strengthening spoken and written language with CEFR B1 targets.

5. English Learning Approach

The approach used in general English learning is a text-based approach (genre-based approach), which is learning focused on text, in various modes, both oral, written, visual, audio, and multi-modal. There are four stages in a text-based

approach, and these four stages are carried out in the discussion of the same topic as follows:

a. Building Knowledge of the Field (BKOF): The teacher builds students' knowledge or background knowledge of the topic to be written or discussed. At this stage, the teacher also builds the cultural context of the text taught.

b. Modelling of the Text (MOT): Teachers provide models / examples of texts as a reference for students in producing works, both orally and in writing.

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

d. Independent Construction of the Text (ICOT): learners produce oral and written texts independent.

6. Pancasila Student Profile

General English learning in the national curriculum helps students prepare themselves to become lifelong learners with a Pancasila Student Profile, which includes faith and noble character, independence, critical reasoning, creativity, mutual assistance, and global diversity. English language learning can achieve the Pancasila Student Profile through written text, visual and oral text, and activities developed in the teaching and learning process. The English Learning Process can be held with two options, namely:

a. As an elective subject for educational units that have resource readiness.

b. English content into other subjects and or extracurriculars

The Pancasila student profile is a graduate profile that aims to demonstrate the character and competence that are expected to be achieved and strengthen the noble values of Pancasila for students and stakeholders. The Pancasila student

profile does not only apply to educational units that use the Independent Curriculum, but also applies to education units that apply the 2013 Curriculum. In its preparation, the Pancasila student profile has mapped/referenced Strengthening Character Education (PPK) so that its implementation can be harmonized. With adjustments according to the ability of the educational unit, educational units that use the 2013 Curriculum may apply project-based learning to fortify the profile of Pancasila students which is generally expected by the Assembling School or PK SMK. In educational units, the profile of Pancasila students' needs to be developed through various complementary and reinforcing strategies, namely the culture of the education unit, learning activities, and co-curricular exercises through learning of projects. Thus, this project is not the only method but strengthening efforts to develop the profile of Pancasila students.

The project to strengthen the Pancasila student profile is a learning approach through a project with the main objective of achieving the dimensions of the Pancasila student profile. Students will learn to examine certain themes that are a priority each year. With the project to strengthen the Pancasila student profile, education units need to allocate time so that teachers can work collaboratively. Collaboration will be the key to the success or failure of a project. In carrying out projects, teachers must collaborate across disciplines to plan, facilitate, and carry out assessments. In the PAUD unit, the project to strengthen the Pancasila student profile has themes determined by the government. These themes can be developed by educational units. Every year, educational units carry out two project themes so that this needs to be included in the organization of learning in the educational unit's operational curriculum.

The project to strengthen the Pancasila student profile will be carried out separately from the subjects, but will take up part of the overall learning time in

the education unit. In PAUD units, the implementation of the Pancasila student profile project is integrated with daily play-learning activities and is carried out at least on holidays and celebrations of local traditions.

The Pancasila student profile serves as a compass for Indonesian educators and students. The Pancasila student profile describes the national education goals in more detail regarding the ideals, vision, mission and educational goals for students and all components of the education unit. The Pancasila student profile provides an overview of the character and abilities of Indonesian students. All learning, programs and activities in educational units are ultimately aimed at the profile of Pancasila students, so that educators and students know what the country's expectations are for educational outcomes and try to make them happen together.

Each subject, program and activity in the education unit is expected to support the achievement of the Pancasila student profile by including it in learning. Pancasila student profiles will also be strengthened by project-based learning with themes that support the development of the intended competencies and characters.

The direct influence of the Pancasila student profile: there is a project to strengthen the Pancasila student profile from the early childhood education level to high school/vocational school, and in special schools. The indirect influence on the education unit is the existence of a National Assessment, especially the learning environment survey and character survey which are methods for monitoring the learning environment in accordance with the profile of Pancasila students.

6. Implementing the Independent Curriculum

a) Learning planning

Learning planning is translation, enrichment, and curriculum development. In addition to referring to the demands of the curriculum, learning planning must also consider the situation and conditions and the potential in each school. Every teacher involved in learning planning activities must know the principles of lesson planning, which regulates what the teacher will do. When and how to implement learning, limiting targets based on specific instructional goals, and arranging work implementation to achieve maximum results. They are generated through the process of determining learning targets. Then, alternatives are developed using the learning strategy. In addition, teachers are also required to collect and analyze vital information to support learning activities so that they can grow and communicate plans and decisions related to learning to interested parties.[27]

Learning planning includes learning objectives, learning steps, and learning assessments compiled in the form of flexible, simple, and contextual documents. Learning objectives are compiled from learning outcomes by considering the peculiarities and characteristics of the education unit. Teachers must also ensure that learning objectives are on the stages and needs of students. Based on the description above, it can be concluded that in compiling lesson plans, students must be able to develop various abilities possessed by students optimally, have clear and regular goals, and be able to provide an overview of the material needed to achieve the learning objectives

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[27]Fitriani, SS.,The Effects of Self-Efficacy Belief, Motivation, and Learning Strategies on Students' Academic Performance in English in Higher Education The Asian EFL Journal Quarterly 20 (9.2), p.140-168.

that have been set. It has been established, taking into account the established principles.

b. Learning process

The next process is the implementation of learning that is designed to provide quality, interactive and contextual learning experiences. In this cycle, teachers are expected to organize learning that are :

1) Interactive

2) Inspiring

3) Enjoyable

4) Challenging

5) Motivates learners to participate actively; and active participation;

The learning process is an activity planned in such a way that there is integration between teachers and students to achieve specific goals in teaching and learning activities. Regulation of the Minister of Education and Culture concerning the Standards of the Elementary, Middle, and High School Education Process in the lesson consists of the requirements for implementing the learning process, which includes the allocation of time for face-to-face lessons, textbooks, and class management, and lessons consisting of preliminary activities, core activities, and closing activities.[28]Preliminary Activities in learning meetings aim to motivate and focus students' attention to participate in the learning process actively. Based on the mandate of the Merdeka Curriculum, the teacher prepares students psychologically and physically to follow the learning process in the preliminary activity. The teacher motivates students contextually according to the benefits and applications of teaching materials in everyday life by providing local, national,

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[28]Ashar and Irmawati. The Implementation of the 2013 Curriculum of English at SMKN 1 Bantaeng: an Evaluative Study. 2016. p.54.

and international examples and comparisons. After that, the teacher asks questions that relate the initial knowledge to the material to be studied, explains the learning objectives or essential competencies to be achieved, and conveys the scope of the explanation material for 15 activity descriptions.

Core activities**:** That is the stage of delivering the lesson. This stage is the stage of carrying out the duties of a teacher in channeling his knowledge so that the goals can be achieved. The activity must be carried out by teachers in an interactive, inspiring, fun, challenging, and motivating way so that students can become information seekers and provide adequate opportunities for initiative, creativity, and independence according to students' talents, interests, and psychological development. In forming character and competence, it is necessary to strive for optimal student involvement so that students and teachers can exchange information about the topics discussed and reach and agree on similarities, harmony, and alignment of thoughts to be studied. In this core activity, the teacher uses models, methods, media, and learning resources adapted to the teacher's and subject's characteristics.[29]

Disadvantages of the Independent Learning Curriculum

The Independent Curriculum (has been introduced to improve Indonesia's education system. However, like every education system, KMB has shortcomings that must be considered. Here are some of the disadvantages of an Independent curriculum:

They are reducing Education Standardization. One of the areas for improvement of the Merdeka Belajar Curriculum is that this system minimizes

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[29]Zein, et.al. English Language Education in Indonesia: A Review of Research (2011–2019).

the standardization of education in Indonesia. In this system, each student can pursue their own goals, which may differ from those of other students. This causes uncertainty about the final results and makes it difficult for the government to assess the program's effectiveness.

Requires Students' Active Role in Learning. In the Independent Learning Curriculum, students are free to organize their learning. This means students must become more active in the learning process and better understand the material being taught. However, not all students can be busy and independent in learning.

Requires the Active Role of Teachers in Developing Learning. The Independent Learning curriculum also requires the teacher's active role in developing learning. Teachers must be more creative in creating learning methods that can be adapted to students' needs. This requires extra time and effort from the teacher.

Requires Greater Time And Resources. Implementing the Merdeka Belajar Curriculum requires more time and resources than traditional learning methods. Because students are free to organize their learning, teachers must spend extra time helping students who need additional guidance. Apart from that, this program also requires more resources, such as textbooks and equipment.

The independent curriculum is an innovative program and has the potential to provide benefits to students and the Indonesian education system as a whole. However, like every educational program, the Independent Learning

Curriculum has shortcomings that must be considered and overcome. In improving the education system, it is essential to consider the advantages and disadvantages of each program and look for ways to increase its effectiveness.

c. Learning assessment

The next stage is the assessment process learning assessment process. Learning assessment is expected to measure the aspects that should be measured and is holistic. Assessment can be diagnostic, formative, and summative.

1) Diagnostic assessment

Refers to examining and analyzing the causes of a student's learning difficulties. It helps teachers to plan their teaching approach effectively. Diagnostic learning aims to gather initial data on students' knowledge, skills, and behavior, including their strengths and weaknesses.

The Independent Curriculum involves a diagnostic assessment, which is an independent assessment aimed at identifying the learner's characteristics, competence, strengths, and weaknesses. The assessment helps design a learning model that aligns with the various competencies and conditions of the students. The diagnostic evaluation of the Merdeka curriculum can be divided into several stages as follows:

a) Reviewing the reports on previous students' learning outcomes.

b) Identifying the competencies that need to be taught.

c) Creating an assessment tool to measure the students' competencies. This can include written or oral tests, skill-based assessments (such as products or practices), and observations.

d) Gathering information about students' backgrounds, motivation, interests, learning facilities, and other relevant aspects as needed.

e) Conducting the assessment and processing the results.

f) Using the diagnosis results as data and information to plan the learning process based on the students' characteristics and level of achievement.

2) Formative assessment

In teaching students, the teacher needs to conduct assessments to evaluate the student's understanding, learning needs, and progress. Formative assessment is a type of evaluation used to monitor and enhance the learning process and measure the achievement of learning objectives. To achieve these goals, formative assessment can be conducted at the start and throughout the learning process. After analyzing the constructive assessment data results, teachers can determine which competencies have been mastered by the students and identify areas where the students are struggling. Based on this information, teachers can take immediate action, such as repeating lessons on the topics that were not adequately mastered, improving ongoing learning activities, or designing future learning activities based on the formative assessment results. This approach ensures the quality of learning and guarantees that each student achieves the learning objectives. The constructive assessment plan is incorporated into the teaching module to integrate formative assessment with the learning process.

In addition, Formative assessments can be in the form of assessments at the beginning and during learning. Assessment in early learning supports differentiated learning so that learners can get the teaching they need with what they need. Meanwhile, formative assessment during learning can be used as a basis for reflecting on the whole learning process, which can be used as a reference for planning learning and making revisions if necessary. Teachers can move on to the following objectives if students have achieved the learning

objectives. However, if learning objectives still need to be fulfilled, teachers must do reinforcement first. Furthermore, teachers must conduct summative assessments to ensure the overall learning objectives are achieved.

3) Summative assessment

Assessment is a crucial component of the teaching and learning process, as it helps determine whether students have achieved the intended learning outcomes. Summative assessment is a type of evaluation that measures the achievement of students' learning objectives and learning outcomes, which serves as the basis for determining grade promotion and graduation from the education unit. This assessment is done by comparing the achievement of student learning outcomes with the criteria for achieving the learning objectives. Teachers use summative assessment to measure the extent to which students have achieved the learning outcomes and evaluate the learning unit's effectiveness. This assessment also helps students understand their performance at the end of the unit and whether they have met the learning outcomes. The learning outcomes cover various aspects, such as the competence of spiritual and social attitudes, skills, and knowledge, and are systematically and purposefully developed.

The independent curriculum emphasizes the importance of integrating learning with assessment, especially formative assessment, as a learning cycle. Learning and Assessment Principles indicate the importance of developing learning strategies in accordance with the stage of student learning outcomes or also known as teaching at the right level (TaRL). This learning is carried out by providing learningmaterials that vary according to the understanding of students. Thepurpose of this differentiation is so that each child can achieve the

expected learning goals. Thus, competency-oriented learningrequires varied and periodic assessments. This kind of learningapproach is strongly strengthened in the independentCurriculum.Understanding these challenges, teachers should adjustto the readiness of teachers and the conditions faced by educators.

The Independent Curriculum is a curriculum that gives educators the freedom to create quality learning that suits students' needs and learning environments. The Merdeka Curriculum has several characteristics, including the development of soft skills and character through a project to strengthen the Pancasila student profile, focus on essential, relevant, and in-depth material, learning that is flexible and adapted to the stage of achievement and development of students, and adaptation to local context and content.

The independence is part of the independent curriculum program, which aims to provide autonomy and independence for students and schools in exploring their respective interests and talents.

The Independent Curriculum has several advantages, including:

1. Encourage students to be more active, creative, innovative and independent in learning.

2. Develop essential competencies such as literacy and numeracy as well as 21st-century competencies such as collaboration, communication, critical and creative.

3. Strengthening Pancasila values and national character through a project to strengthen the profile of Pancasila students.

4. Provide space for teachers to be creative and innovate in designing learning that suits the context and needs of students.

5. Simplify learning material so that it focuses more on important and relevant concepts.

6. Adapt to the special conditions of the COVID-19 pandemic, which require distance learning

The Independent Curriculum also has several weaknesses, including:

1. Requires high readiness from teachers, schools, parents, and students in implementing the new curriculum.

2. Requires adequate human resource support, infrastructure, budget, and technology to implement quality learning.

3. Requires intensive socialization, training, guidance, evaluation, and supervision from the government regarding the new curriculum.

4. Requires adjustments to national education standards, national exams, universities, the world of work, and the broader community regarding the new curriculum

C. Problems Faced in Implementing The Independent Curriculum

The focus of the research is on the teaching and learning process. There are several obstacles to schools implementing the Merdeka curriculum. A complete understanding becomes a bottleneck in organizing learning. Even though they have been trained before, teachers often need clarification about whether what has been implemented is by curriculum expectations. This is not surprising because teachers have not been given the freedom to implement learning for more than seven decades but have become very dependent on stringent rules. In addition to incomplete understanding, learning with Limited Face-to-Face (PTMT) is an obstacle, especially in non-developed areas.[30]

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[30]Anindito Aditomo, panduan pembelajaran dan assessmen. Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.2022

On the other hand, the need for more infrastructure in disadvantaged areas is still an obstacle. Teachers found it difficult to complete various modules due to the absence of electricity and the Internet. The limited number of safe classrooms is also an obstacle to learning still felt in underdeveloped areas. Underdeveloped areas. To fully understand the curriculum, some teachers in both disadvantaged and non-disadvantaged areas expect intensive assistance from expert trainers. This is important to facilitate teachers in sharing knowledge and experience in organizing a curriculum that favors students. In addition, teaching tools and parental support are also some of the things schools need to make it easier for them to implement learning.

In addition, the factors that can inhibits the curriculum change and implementation are:[31]

1. Knowledge and Planning

Principals play an important role in interpreting the educational policies in general as well as policy documents for the curriculum, and herefore their knowledge is vital. When planning for the implementation of curriculum change, principals should establish and decide on human, financial, and physical resources that are requisite for effectiveness If implementation plans do not match the specific context of schools, curricular reforms are most likely to fail. Principals are responsible for organizing school activities in order to align teaching and

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[31]Mandukwini, Nompumelelo.Challenges towards Curriculum Implementation in High Schools in Mount Fletcher District, Eastern Cape. Master Education : University of South Africa. 2016. p.44.

learning with the vision of the school. Knowledge, skills and attitude are essential for educational innovation and to enhance effective curriculum management.

2. Lack of Vision

Transformation effort can quickly dissolve into a list of confusing, incompatible, and time-consuming projects without an appropriate vision. The most significant mistake leaders make when implementing a curriculum change is to fall ahead and implement before crafting a vision as to how the implementation will go about and creating an implementation plan with expected projections. A school can only function with a vision; the eye must be communicated to all stakeholders to keep everyone focused.

3. Teacher Attitudes

The ability of teachers to understand curriculum changes influences the success of the curriculum they face daily. The interpretation of the curriculum policy into practice depends on the teachers who influence change meanings in numerous methods. This requires that teachers have the knowledge, skills, positive approach, and passion for teaching. Some teachers may willingly contribute to the innovation process, and some may not readily accept change. In most cases, this happens when they are confronted with changes that have to do with adjusting their values and beliefs rooted in past experiences and practices. Factors that lead people to resist change. These include the following:

a. Uncertainty about what the curriculum changes imply;

b. Poor motivation;

c. Lack of clarity about development

d. Ambiguity and lack of understanding of nature and extent of the envisaged change;

e. Insufficient resources to administer support and specialized knowledge;

Meanwhile, according to Sugihartono and Sukmadinata, there are two factors inhibiting the implementation of the independent learning curriculum, namely internal factors and external factors:

Internal Factors	1. Motivating students
	2. Student Attitudes
	3. Student Interests[32]
External Factors	4. Parental Support
	5. School Principal Leadership
	6. School Facility
	7. Learning System
	8. Learning Materials
	9. Teacher Competency
	10. Time. [33]

1. Motivating

Motivation to learn plays a vital role in learning activities. If it weren't there from the start motivation to learn, students would find it difficult to understand or digest the material being studied during the learning process.

2. Attitude

Attitude is an internal psychological factor that has an important role in the learning process. Whether a student will be willing and active in studying or

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[32] Sugihartono,Et All. *Psikologi Pendidikan.* (Yogyakarta: UNY Press, 2013)

[33] Sukmadinata, Nana Syaudi,*Pengembangan Kurikulum: Teori Dan Praktek,* (Bandung : Remaja Rosdakarya, 2006)

not really depends on his attitude. In this case, the attitude referred to is the student's positive attitude/response to the lesson, the teacher who teaches, and the environment in the classroom.

3. Student Interest

Student interest if developed with well, then it can increase motivation student learning. There will also be learning activities went well, so the learning objectives can be achieved easily. schools and teachers have carried out an assessment of interests and talents students, and have made lesson plans in accordance with provisions of the independent learning curriculum. However in managing the learning system accordingly There are still obstacles to students' interests and talents.

4. Parental Support

Parents play an important role in supports student learning. Attention people Parents can provide encouragement and motivation for them children to study actively, because children need it good time, place and conditions for learning. there is parental support for the learning process based on the independent learning curriculum.

5. Principal Leadership

Effective principal leadership will create the achievement of goals and quality school. This is if the school principal have good characteristics, attitudes and skills to lead a school organization. As a leader, the principal must be capable affects all parties involved in it educational process, especially teachers.

Teachers are required to always innovate develop learning styles and methods. Each teacher's teaching style is required to be different according to

each character. So that enthusiasm and motivation emerged from every teacher to teach in class using the curriculum freedom to learn.

6. school facility

School facilities can help teachers, students, and other school members simultaneously accessing and conveying learning information without space barriers and time. In addition, school facilities allow it Students learn faster because they are taught more Good.

Facilities and learning devices at school can support this independent learning curriculum-based learning. there are obstacles to facilities and equipment Learning is a prop for learning styles kinesthetics and laboratory equipment are still lacking complete because other laboratory equipment is inside Bad condition.

7. learning system

learning system is a combination of organization consisting of human, material, facilities, equipment and procedures interact to achieve a goal Results information was obtained that there were obstacles in compiling The learning procedure is in preparing Diverse content to suit participants' learning styles educate. Then, the teacher may need more time to learn more to be more adaptive with the expected demands for change. Because the agenda of activities at school is quite busy and Not all teachers are able to manage their time Good.

8. learning materials

By mastering the learning material, the learning process in class can be more productive and improve student learning achievement. Besides master the learning material, the teacher of course too must plan learning activities in class,

which also includes preparing learning materials, learning materials and learning methods used in the learning process.

shows that the learning material is appropriate with the standard independent learning curriculum already implemented well. However, there are differences of opinion in assessing the level of difficulty preparation of curriculum-based learning materials independence, says the level of difficulty apply based learning materials The independent learning curriculum is in categories moderate (50% easy, 50% difficult). That matter due to lack of appropriate time allocation with learning planning and existence There are only a few limited facilities such as LCD course, teaching aids and also reference books, where currently available books for both teachers and students still not very complete.

9. teacher competency

In realizing learning It must be right on target and attract students' attention support from the teacher. Based on the results regarding whether all students can understand what delivered by the teacher. only some students understand and respond well to lessons. This indicates that the teacher still does not have classroom management maximum so that teaching is carried out not yet effective overall. obstacles were found in teachers where the teacher has not all understand the scope independent learning curriculum. Implementation of the curriculum independent learning which has only been running for 5 months is the cause, teachers are still adapting. Unfortunately there is no special training or guidance specifically from the Ministry of Education and Culture and Technology to teachers difficulty learning and developing independent learning curriculum, there is only a platform officially independent learning from the Ministry of Education and Culture as reference material.

According to Abdurrahman (2003), learning difficulties can be shared into two large groups, namely:

1. Learning difficulties related to development (developmental learning disabilities). The subcategories of this difficulty are:

   a) learning difficulties

      related to development, including motor and perception disorders;

   b) difficulties learning language and communication, and c) difficulties learning in adjustment social behavior.

2. Learning difficulties (academic learning disability

   abilities), namely learning challenges, including failure to achieve appropriate academic achievements with the expected capacity. These failures have mastery of skills in reading, writing, or mathematics.

   In line with this, Ahmadi and Supriyono (2004) explained that the factors causing learning difficulties can be classified into two groups: internal and external.

1) Internal factors (factors within humans themselves), which include:

   a. Physiological factors Physiological factors that can cause difficulties learning from students, such as the condition of students who are sick, unhealthy, etc weakness or disability, and so on.

   b. Psychological factors Student psychological factors which can cause learning difficulties includes a generally low level of intelligence, talent for subjects common lack of interest in learning, low motivation, and mental health conditions which is not good.

2) External factors (factors from outside humans) include:

   a. Non-social factors. Non-social factors that can cause learning difficulties in students can include poor or even incomplete learning equipment or learning

media and the condition of the study room or building. Which is not feasible, a challenging curriculum for teachers to explain and master to students, time implementation of the learning process that lacks discipline, and so on.

b. Social factors.

Social factors can also cause its emergence problems for students, such as family factors, school factors, playmates, and the wider community environment. Another social factor that can cause learning difficulties in students is the teacher factor.

According to Ahmadi and Supriyono (2004), characteristics of a teacher who can cause students to experience difficulties in learning are as follows:

1) Teachers who are less competent in teaching/teaching subjects and choosing methods learning that will be used in the learning process

2) the Teacher has a pattern of poor relationships with students. The nature of teachers like this usually likes to be angry, authoritarian, arrogant, not good at explaining the material, and stingy inside, giving values and other negative attitudes. and 3) The teacher determines And demands standards for student learning success that are generally too high above the student's abilities.

According to Irham and Wiyani, several factors cause students to experience difficulties in learning caused by two factors, namely internal and external factors. Internal factors include a) students' attitudes toward learning, b) students' learning motivation, c) students' learning concentration, d) the way students process teaching materials, e) students' ability to store their learning results, f) students' process of exploring held learning results, g) students' ability to achieve and perform, h) students' self-confidence, i) students' intelligence and success, j) students' study habits, and k) aspirations-the students' aspirations.

Meanwhile, external factors that influence students' difficulties in learning include: a) teachers as student coaches, b) learning facilities and infrastructure, c) assessment policies, d) environment social status of students at school, and e) school curriculum.

Kirk & Gallagher argue that four factors cause students to have difficulty learning. These four things are:
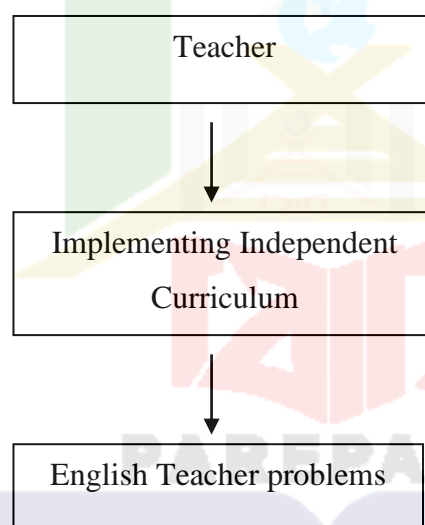
1. Physical condition factors. In this case, physical condition factors include visual disturbances, hearing impairments, balance and spatial orientation disorders, low body image, hyperactivity, and malnutrition.

2. Environmental Factors. Learning difficulties caused by family, community, and school environments that are less favorable for students, which ultimately this factor will inhibits psychological and social development and also impacts academic achievement.

3. Motivational and affection factors. These two factors can also increase students' learning difficulties themselves. Children who lack self-confidence because they often fail in one or several lessons tend to experience low self-esteem. Low altitudeof course, this dramatically reduces the child's motivation to learn. A humble attitude will give rise to the child's negative feelings towards learning-related things. These negative thoughts can make children passive and reluctant to learn.

4. Psychological Condition Factors. These psychological condition factors include impaired attention, visual perception, auditory perception, motor perception, inability to think, and slow language skills.

After knowing the opinions of several experts regarding the factors that cause students to experience difficulties in learning, two factors cause students to experience challenges in learning, namely internal and external factors.

Internal factors are generated from within the student himself. In contrast, external factors originate from outside the student, such as from the family, school, community, and circle of friends. These two factors cause students to need help learning; in this case, it is difficult to accept, understand, and apply the knowledge taught. These difficulties will also result in students achieving low learning achievements and failing to meet the established achievement standards.

C. *Conceptual Framework*

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┌─────────────────────────────┐
│          Teacher            │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│   Implementing Independent  │
│          Curriculum         │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│   English Teacher problems  │
└─────────────────────────────┘
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Based on the conceptual framework above, the researcher examined an analysis of English teachers' problems in implementing the independent curriculum and used classroom observation interviews with the teacher. This part consisted of three components: English Teacher, Implementing an Independent curriculum, and problems. The first is the English teacher, how the teacher teaches and learns the English process in implementing an independent curriculum. The second is implementing a separate curriculum. This is undoubtedly a challenging

problem for teachers. Here, the researcher wants to know the teachers' concerns in implementing independence. It will focus on the school that is applying an independent curriculum. The researcher will interview the English teacher. The researcher will see the result of the interview from the data. In this case, three steps exist in implementing an independent curriculum: pre-planning, Learning Process, and Evaluation.

CHAPTER III

METHOD OF THE RESEARCH

A. *Research Design*

This research employed Descriptive Quantitative research, a survey method with a questionnaire to collect the data. Fowler stated that the survey method provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population.[34] According to Arikunto, descriptive research is research that instead investigates the circumstances, conditions, or other things that have been mentioned, the result of which is presented in the form of research report.[35] It includes cross-sectional and longitudinal studies using questionnaires or structured interviews for data collection with the intent of generalizing from a sample to the population.[36]it aims to find out English teachers problems in implementing the independent curriculum.

Quantitative research is systematic scientific research into parts and phenomena and the causality of their relationships. Quantitative research aims to develop and use mathematical models, theories, and hypotheses related to a phenomenon. The measurement process is a central part of quantitative research because it links empirical observation and the mathematical expression of quantitative relationships.

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[34]Fowler Jr, Floyd J. "Survey research methods." (SAGE publications, 2008.)

[35]Arikunto, Suharsimi, *"ProsedurPenelitianSuatuPendekatanPraktik.".* (RinekaCipta: Jakarta. 2017)

[36]Creswell, J. W, *"Research Design."* (California: SAGE publication, 2009.)

Quantitative research is widely used in the natural and social sciences, from physics and biology to sociology and journalism. This approach is also used to research various aspects of education. Quantitative research is often used in the social sciences to differentiate it from qualitative research.

So quantitative research is an investigation of social phenomena based on testing theories consisting of variables that are measured with numbers and analyzed with statistical procedures to ensure the truth and accuracy of the predictive generalizations of the related theory.

B. *Location and Duration of the Research*

The location of this research is MGMP Pinrang, and it focuses on English teachers. It is located on Pinrang. The Duration of the research is 30 days.

C. *Subject of the Research*

The population in this research was the English Teachers. The English teachers at Pinrang there are 172 Teachers. 38 men and Women English Teachers 134 People.

D. *Procedure of Collecting Data*

For data collection, the researcher used a questionnaire to collect the data from the sample. In gathering the data, the researcher used the following procedures:

1. The researcher did the research as a member of the English teacher subject meeting in junior high school. The researcher explained the procedure of filling out a questionnaire to the students pointed out as the research sample.

2. The researcher distributed the questionnaire to the research sample. The researcher used Google Forms and shared the link through WhatsApp. The

students will directly answer the questionnaire on their phone that the researcher has distributed.

3. The data gathered from the questionnaires section. Then, the researcher read the data several times to understand the information obtained and transcribed. Then, the transcription was scored and categorized in detail, and the researcher classified the answers based on the questions. Lastly, the data analysis was interpreted using descriptive written explanations.

E. *Research Instrument*

Carrying out any research requires data. The process of obtaining data is also very diverse. However, of the many ways to get data, the questionnaire method is always the choice that is widely used.

A questionnaire is a tool or method used to obtain data in a research study. Even though many people use questionnaires as a data collection method, some still need to pay attention to how to properly and correctly a questionnaire.

A questionnaire is several written questions used to obtain information from respondents about something to be researched. Generally, a questionnaire is used to uncover the data related to the respondent's personal data, opinions, or other information related to research issues.

According to Winarno, the questionnaire is divided into two, namely the open questionnaire, which allows respondents to answer in their own sentences. A closed questionnaire, to which the answer has been provided so respondents have to choose. The researcher used a closed questionnaire in which the answers were provided in levels such as strongly agree, agree, disagree, and strongly disagree, which students later chose based on themselves.[37]

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[37]Prof. Dr. M.E. Winarno, M., *"Metodelogidalampenelitianjasmani.",* (State university of malang : UM Press, 2008)

F. *The Technique of Data Analysis*

In analyzing the data, the research was several steps as follows:

1. All of the questionnaire sheets was collected and then the researcher will give the score (1-4) of each statement according to the options.

2. In calculating the frequency, percentage, and mean score, the researcher used formula based on the degree of attitude from Likert's scale.[38] The questionnaire used to collecting the data which consist of 16 statements of closed-ended questionnaire. The answer of the questionnaire was used the scale from 1 until 4.

3. The category of Likert's scale options could be seen as follows:

No	Items	Score
1	Always (A)	4
2	Sometimes (S)	3
3	Ever (E)	2
4	Almost Never (AN)	1

4. To find out the percentage of each statement, the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where: P = Percentage

F = Frequency

N = The total number of students.[39]

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[38]Gay, L.R. *"Educational Research: 2nd Edition."* (Ohio: Charles E Merril Publishing Company and a Bell Howell Company, 1981) p.126

[39]Gay, L.R. *"Educational Research: 2nd Edition."*(Ohio: Charles E Merril Publishing Company and a Bell Howell Company, 1981). p.287-289

Table.Certain Percentage Scale

| NO	Interval	Classification
1.	0 %-50 %	No problem
2.	51%-100%	Problem

CHAPTER IV

FINDINGS AND DISCUSSION

A. *Findings*

The data presented in the Findings consists of 3 types: data related to teachers' problems in implementing an independent curriculum, data about internal factors, and the external factors associated with implementing a separate curriculum. The data are administered as below.

Chart 1. Teachers' problems in implementing the independent curriculum
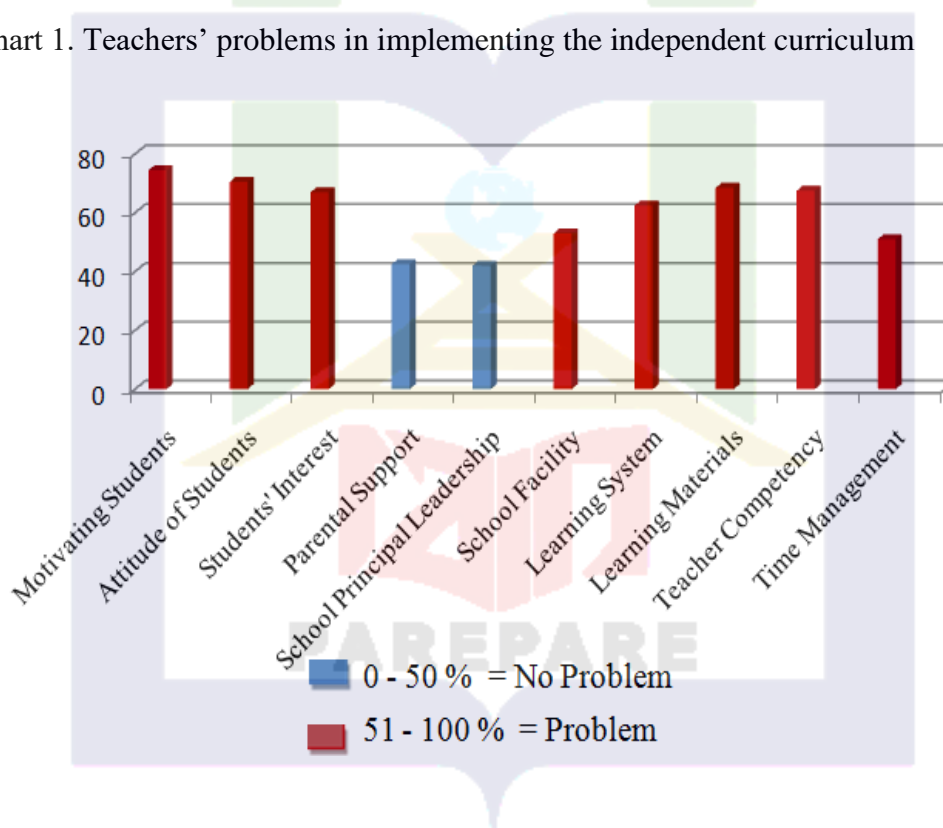
Based on the diagram above, motivating students is the highest problem factor. Learning motivation plays a vital role in learning activities. If there is no motivation to learn from the start, then students will found difficult to understand or digest the material being studied during the learning process. Attitude/behavior is an internal psychological factor that plays a vital role in learning. Whether a student will be willing and active in studying depends on his attitude. In this case,

the attitude referred to is the positive attitude/response of students towards the lesson, the teacher who teaches, and the environment in the classroom. The attitude of students is included in the second highest category. The highest factors are student interest, teacher competency, and learning materials. If student interest is developed well, this can increase students' learning motivation. Learning activities will run well so that learning objectives can be achieved easily. The next highest factor is the learning system, which has obstacles in compiling learning procedures, namely in preparing diverse content according to students' learning styles. Then, teachers may need more time to study again to adapt to the expected changing demands. Because the activity agenda at school is relatively quiet, all teachers can manage their time well. External factors, such as the need for books/references, are also a further problem, with the lack of facilities becoming an obstacle to the independent curriculum. The last highest problem is the problem of time; teachers need more time to learn to be more adaptive to the expected demands for change. Because the activity agenda at school is quite busy, not all teachers can manage their time well. Research data shows that not all indicators are problems; parental support and school principal leadership are not problems teachers face.

Based on the above data, it is evident that the primary challenge teachers face in implementing the independent curriculum is motivating students. This underscores the crucial role of student engagement in the success of learning. Teachers must create innovative strategies to inspire and maintain students' interest, aligning with diverse learning styles.

Additionally, there are several additional challenges faced by teachers. Student attitudes emerge as a significant factor, indicating that students' ways of thinking and behaving significantly impact the independent curriculum's success.

The availability of learning materials also becomes an important concern, emphasizing the importance of resources to support the teaching and learning process. Furthermore, the data highlights student interests as an area that needs attention. Curriculum alignment with diverse student interests is crucial for creating a more engaging and relevant learning environment. Teacher competency emerges as a factor, emphasizing the need for ongoing professional development to equip educators with the skills and knowledge required to implement independent learning effectively.

Issues related to the learning system indicate potential challenges in the structure and organization of the curriculum. School facilities and time constraints are also identified as significant barriers, indicating that the physical and temporal aspects of the educational environment play a crucial role in determining the success of the independent curriculum.

On a positive note, teachers are exemplary with parental support and school principal leadership. This indicates that collaboration between teachers, parents, and school leadership can be vital to overcoming challenges in implementing the independent curriculum.

The second data concerns Internal problems, including motivating students, student attitudes, and student interests. The data can be seen in the chart below:

Chart 2. Internal problem in implementing the independent curriculum
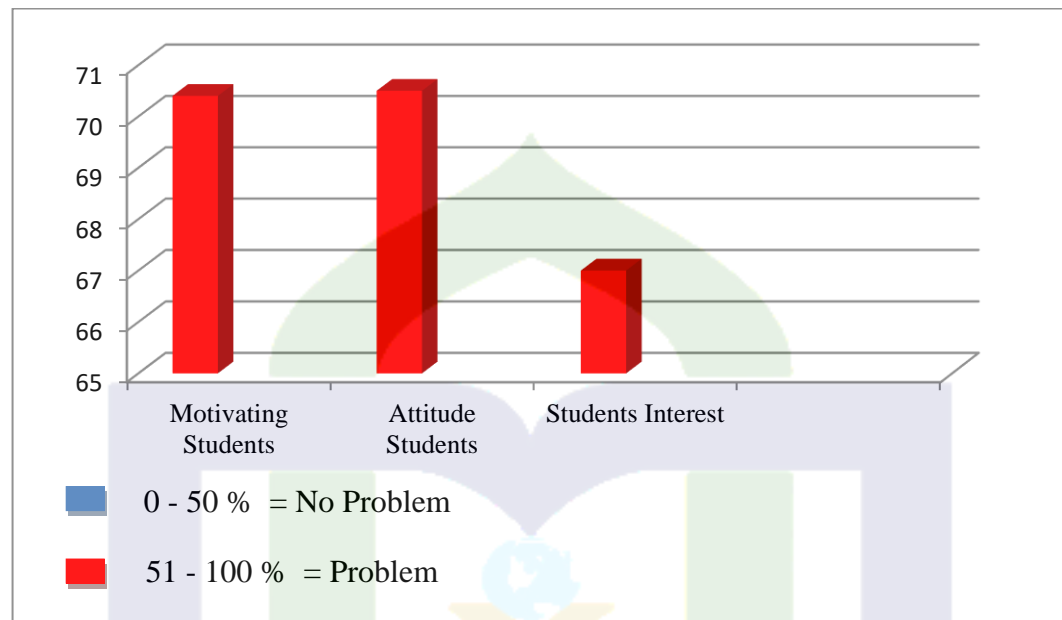
The second data focuses on internal aspects, such as how teachers motivate students, student attitudes, and student interests. Chart 2 presents this information visually. The analysis shows that teachers face internal challenges, especially in motivating students, which is the biggest problem. This underscores the need for specific strategies to increase student engagement in the independent curriculum. Apart from that, addressing various student attitudes and interests is very important; student attitudes are the most significant problem after motivating students, and student interest is the lowest problem experienced by teachers when implementing the independent curriculum by highlighting the need for teaching methods that can be adapted and aligned with individual preferences. Internal challenges involve efforts to make students more interested and thus require innovative teaching approaches.

The third data concerns External problems, including parental support, principal leadership, school facilities, learning systems, learning materials, teacher competency, and time. The data can be seen in the chart below:

Chart 3. Eksternal problems in implementing the independent curriculum
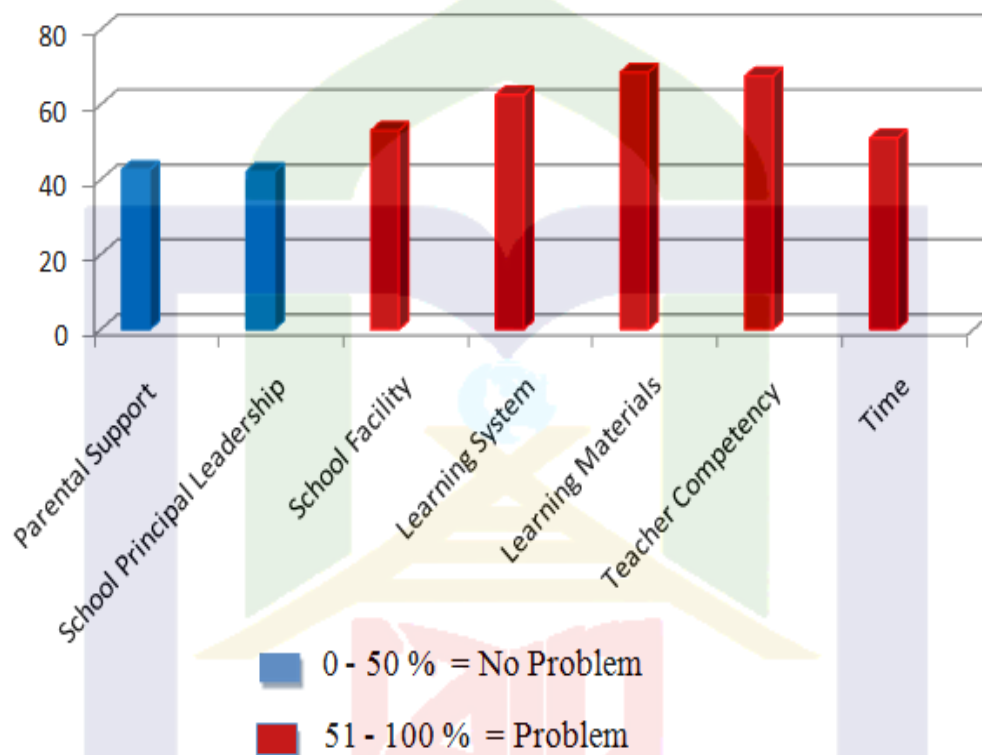
The chart above shows teachers are fine with parental support and school principal leadership. External factors include problems with school facilities, learning systems, learning materials, teacher competency, and time. However, the highest factor is learning materials.

The highest external problem is related to learning materials and teacher competency; the following external problem, which has almost the same number, is the learning system, and the next highest problem is the same regarding school facilities and time.

Based on the data above, teachers do not face problems related to parental support and the school principal's leadership, which shows positive external support. However, the challenges lie in other external factors such as school facilities, learning systems, learning materials, teacher competence, and time.

Data shows that although teachers receive adequate support from parents and school leaders, there are obstacles in terms of physical and learning elements in the learning environment. Problems with school facilities may be related to the availability of necessary resources and infrastructure, including poor learning spaces, lack of textbooks, reading books, and learning media regarding the independent curriculum. At the same time, challenges to the learning system can be related to the organization and structure of the curriculum. The prominence of learning materials as the most substantial factor indicates the need for improvement or accessibility in this aspect of the educational process. This highlights the importance of addressing material-related challenges to increase the effectiveness of independent curriculum implementation.

B. *Discussion*

This discussion explained about the clear explanation about An analysis of English teachers' problems in implementing the independent curriculum at Junior High School. The discussion related to the findings above. The answer can be discussed below:

According to Sugihartono, there are several internal factors that become problems for teachers in implementing the independent learning curriculum, including student motivation, student attitudes and student interests.[40]According to Sukmadinata, there are several external factors that become problems for

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[40] Sugihartono,Et All. *Psikologi Pendidikan.* (Yogyakarta: UNY Press, 2013)

teachers in implementing the independent learning curriculum, including parental support, school principal leadership, school facilities, learning systems, learning materials, teacher competence, and time.[41]

The research findings provide a detailed exploration of the multifaceted challenges encountered in implementing the independent learning curriculum at the Junior High School level in Pinrang. Internally, three primary obstacles emerge as noteworthy hindrances. First and foremost, the persistent lack of motivation among students to actively engage with the English language within the framework of the independent curriculum poses a significant internal challenge. This motivational deficit affects the overall effectiveness of the curriculum delivery and learning outcomes. Second, students' struggle to focus during lessons is a notable internal challenge. This challenge is attributed to the flexible nature of independent learning, which may require a level of self-discipline and focus that some students find challenging to maintain. Third, a significant mismatch is observed between the outcomes of school assessments and the expectations of students regarding their English language learning within the independent curriculum. This discrepancy raises questions about the alignment between assessment methods and the desired learning outcomes.

External challenges, on the other hand, add layers of complexity to the implementation process. Parental support emerges as a crucial external factor, with some parents expressing reservations about the independent curriculum. Interestingly, despite these reservations, teachers generally receive positive feedback from parents, indicating overall support for the curriculum. However, this external factor introduces a layer of complexity that educators must navigate. Additionally, deficiencies in classroom facilities, including the absence of

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[41] Sukmadinata, Nana Syaudi, *Pengembangan Kurikulum: Teori Dan Praktek,* (Bandung : Remaja Rosdakarya, 2006)

essential resources such as LCD projectors and a shortage of teaching aids and reference materials, pose significant challenges to effective curriculum delivery. Furthermore, preparing diverse learning content tailored to various student learning styles is a considerable external hurdle. A guiding framework for curriculum implementation is necessary for teachers to comprehend and adapt to the curriculum, affecting the overall efficiency of the learning process. Inadequate time allocation for learning planning, limitations in facilities and resources, suboptimal learning processes due to ongoing teacher adaptation to curriculum changes, and a lack of comprehensive understanding among teachers regarding the intricacies of the independent learning curriculum contribute to the external challenges.

It is crucial to note that the inhibiting factors in applying the independent learning curriculum exhibit variation across schools, influenced by each educational institution's unique climate and conditions. Despite the intricate challenges, an encouraging aspect emerges as teachers do not encounter issues regarding parental support and school principal leadership. In summary, these findings highlight the complex interplay of internal and external challenges, underscoring the need for targeted interventions, comprehensive support structures, and tailored strategies to enhance the successful implementation of the independent learning curriculum in Junior High Schools in Pinrang.

1. Motivating students

Motivation to learn plays a vital role in learning activities. If it weren't there from the start motivation to learn, students would find it difficult to understand or digest the material being studied during the learning process.

The questionnaire results show that there is motivation to learn from students participating in independent learning-based learning, and there are

obstacles, namely the low level of internal motivation that comes from the students participating in learning based on independent learning. Some students still need to change one of the subjects. This is because teachers are still adapting to the separate curriculum learning system, which has only lasted five months (1 semester). Meanwhile, those who have implemented the independent learning curriculum throughout 1.5 years (3 semesters) have started to adapt to the implementation of the curriculum. Schools and teachers already know their interests and students' talents and can choose the climate and style of learning according to student needs. This is what can improve student motivation when participating in learning based on Freedom of Learning.

Based on the findings, researchers found that implementing an independent curriculum increased teacher interest and motivation. Interest is something that shows a person's interest in something, this interest can be raised by opening oneself to learning new things. Meanwhile, motivation is a form of encouragement for someone to do something and will direct or focus someone towards their goal. This interest and motivation can have a positive impact on someone when they want to do something, so that what they do can be optimal and focused. This is in line with Dewi's research that strong motivation in running a business is very necessary in addition to the intention and enthusiasm that exists within a person. With strong motivation you can encourage starting something well to achieve the target that will be determined.

2. Attitude

Attitude is an internal psychological factor that plays a vital role in learning. Whether a student would be willing and active in studying depends on his attitude. In this case, the attitude referred to is the student's positive

attitude/response to the lesson, the teacher who teaches, and the environment in the classroom.

Based on the questionnaire results, it was found that several students needed to be more focused on receiving lessons during the learning process. This indicates that there are still obstacles for students when receiving independent learning-based lessons, forcing students to feel lazy about studying in class. Then, it still needs. Class management carried out by the teacher during learning causes students not to focus on receiving the material. The obstacle in dealing with student attitudes is an independent learning process, and style learning tends to be more accessible, so it is sometimes difficult to control students during learning, mainly during group discussions or assignments. Many projects use gadgets for interests outside of learning or allowing getting out of class.

In Li et al's opinion, interest is influenced by internal (intrinsic) and external (extrinsic) factors. This is the same as Wigfiled & Cambria's opinion that interest does not only arise from within but from interactions with the activities and contexts experienced, which means that personal and environmental factors can increase or decrease interest in learning. Katz et al, added that interest in general is a mixture of intrinsic and extrinsic interests.

So it can be concluded that the obstacle in dealing with student attitudes is that there are students who are not focused when receiving material because the independent-based learning style tends to be more accessible; there is an effect of being lazy about studying in class after studying at home during the pandemic and the lack of interest in classroom management by teachers.

3. Student Interest

Student interest, if developed well, can increase motivation for student learning. There will also be learning activities that went well to achieve the learning objectives quickly. Schools and teachers have assessed students' interests and talents and made lesson plans according to the provisions of the independent learning curriculum. However, in managing the learning system accordingly, There are still obstacles to students' interests and talents.

According to Djamarah, interest is a tendency settle down to notice and reminisce about some activities. Someone interested in an activity will pay attention to that activity consistently with enjoyment." Indicators of interest in learning, according to Djamarah, are Feelings of preference and a feeling of attachment to a thing or activity without anyone telling you to, being active in an activity, paying greater attention to something that is of interest and completely Please don't pay attention to anything else; it's easy to memorize lessons that interest him.

4. Parental Support

Parents play an essential role in supporting student learning. Attention people Parents can provide encouragement and motivation for their children to study actively because children need a good time, place, and conditions for learning. There is parental support for the learning process based on the independent learning curriculum. There are no parental support issues. Meanwhile, there are some obstacles to parental support. Some parents do not agree with the assessment results as a reference for selecting classes for their children. Even though the assessment results are obtained from test results psychological tests, the results obtained are based on student abilities. When something like that happens, The school readily mediates with parents,

students, and teachers to solve problems and choose the best option for all parties.

Education is an essential component we must have in this world because education is our provision to face the world of society. It is about intellectual knowledge and social, ethical, and civilized knowledge. A child's first educational environment is his parents; in this case, parents are obliged to educate and fulfill their needs and provide social support to their children to achieve their dreams.

The importance of social support from parents in children's education cannot be underestimated. This support covers various aspects, from emotional support to practical support in learning. The following are several reasons parental social support is essential for children's education, including motivation and emotional support. Parents who support their children can help increase their motivation to learn. Parents can help children feel confident and motivated to achieve academic success by providing praise, encouragement, and positive attention.

Second, character or habit formation. Parents play a vital role in helping shape children's positive character. Through open communication and supervision, parents can teach their children the importance of education, hard work, discipline, and responsibility. Good study habits instilled by parents can continue throughout a child's life.

Third, parents as teachers. Parents can act as teachers for their children. They can take the time to help children with assignments/homework, teach study skills, and provide additional explanations when children have difficulty understanding the material. This way, parents can help children overcome learning obstacles and achieve better achievements.

In conclusion, parental support is essential in children's education. This support helps children overcome challenges, build self-esteem, increase motivation, and form an upbeat personality. Therefore, parents must be actively involved in their child's education and provide an environment supporting their overall development. This is supported by According to Sarason, social support is physical and psychological comfort provided by other people. The social support individuals feel can be received from various parties, whether consciously or unconsciously. Meanwhile, according to Gottlieb, social support consists of information or verbal or non-verbal advice, tangible assistance, or actions provided by other people that are beneficial emotionally for the individual

5. Principal Leadership

Effective principal leadership will create the achievement of goals and quality school. This is if the school principal have good characteristics, attitudes and skills to lead a school organization. As a leader, the principal must be capable affects all parties involved in it educational process, especially teachers.

Teachers are required to always innovate develop learning styles and methods. Each teacher's teaching style is required to be different according to each character. So that enthusiasm and motivation emerged from every teacher to teach in class using the curriculum freedom to learn.

The position of the school principal as a leader who carries out his duties as a curriculum developer. School principals are responsible for managing their educational institutions to design curricula that align with national education goals. According to my research results, the principal's leadership of the five schools I visited was exemplary. This independent learning curriculum aligns

with Ki Hadjar Dewantara's ideals, namely that education considers the balance of creativity, taste, and initiative as a process of transferring knowledge and transforming values. As the leader of his educational institution, the principal can develop an independent learning curriculum in his school by maximizing the evaluation process in academic supervision for reflection material to create a good teaching and learning situation.

Better.

6. School facility

School facilities can help teachers, students, and other school members simultaneously accessing and conveying learning information without space barriers and time. In addition, school facilities allow it Students learn faster because they are taught more Good.

Facilities and learning devices at school can support this independent learning curriculum-based learning. there are obstacles to facilities and equipment Learning is a prop for learning styles kinesthetics and laboratory equipment are still lacking complete because other laboratory equipment is inside Bad condition.

school learning in supporting implementation The independent curriculum is good. There is a garden reading, classrooms and other facilities available support learning. There are only a few Facilities and classrooms are under construction renovation. Although LCD projectors are still limited can be empowered.

According to E. Mulyasa explained that learning facilities is equipment and supplies that are directly used and support the educational process, especially in the teaching and learning process, such as buildings, classrooms, books, libraries, laboratories, tables, chairs, and other teaching tools and media.

Based on the opinion above, it can be explained that Learning facilities are direct or indirect learning equipment teachers can use to facilitate, expedite, and support student learning activities. Having adequate learning facilities will influence a teacher's creativity in the learning process, creating creative and enjoyable learning. In line with the theory above, the school I researched still needs better facilities to implement the independent curriculum.

7. Learning system

Learning system is a combination of organization consisting of human, material, facilities, equipment and procedures interact to achieve a goal Results information was obtained that there were obstacles in compiling The learning procedure is in preparing Diverse content to suit participants' learning styles educate. Then, the teacher may need more time to learn more to be more adaptive with the expected demands for change. Because the agenda of activities at school is quite busy and Not all teachers are able to manage their time Good.

Learning system carried out offline (face to face) and already implemented well in accordance with the curriculum freedom to learn. Learning methods It is also used in a variety of ways, which are often used are group discussions, project based learning (PBL) and Inquiry Based Learning (IBL). And as The basis for assessing achievements is that assessments/assessments are carried out through formative tests and summative tests. Assignments and quizzes are also conducted online using barcodes. When there is a quiz students just stay scan the barcode code and it will automaticallyenter the digital learning system. Assignments are also sent via WA group. At the end learning, if there are students who are declared not develops, reflection will be carried out. Reflection is an attempt to know and correct deficiencies in understanding and

attitudes students during the learning process. obstacles to implementing the independent learning curriculum is that there is no framework guide to implementing the independent learning curriculum as in the 2013 curriculum so it is necessary it takes a long time for the teacher to do it understand all the ins and outs of the independent curriculum Study.

Based on the explanation above it is concluded that there are obstacles to the learning system based on an independent curriculum, namely in prepare diverse learning content according to students' learning styles and there are none guiding framework for implementing the independent curriculum learning so it takes enough time It takes a long time to learn and understand the curriculum.

The theory is in line with Pritchett and Beatty's simulation to see the influence of curriculum material coverage and student learning outcomes. Their conclusion was clear: dense curriculum material actually hinders learning. The positive impact of the emergency curriculum shows the importance of simplifying the material. This is actually not a surprise. If there is too much material that must be taught, the most rational strategy for the teacher is to lecture in one direction. Dense material will make it difficult for teachers to hold discussion activities, arguments and other learning methods that encourage students to develop their reasoning and character.

8. Learning materials

By mastering the learning material, the learning process in class can be more productive and improve student learning achievement. Besides getting the learning material, the teacher must plan learning activities in class, which also includes preparing learning materials, learning materials, and learning methods used in the learning process.

Shows that the learning material is appropriate with the standard independent learning curriculum already implemented well. However, there are differences of opinion in assessing the difficulty of preparing curriculum-based learning materials. Independence says the level of difficulty-based learning materials. The independent learning curriculum is in moderate categories (50% easy, 50% difficult). That matters due to the need for appropriate time allocation for learning planning and existence. There are only a few limited facilities, such as LCD courses, teaching aids, and reference books, where the currently available books for teachers and students are still incomplete.

Some have implemented an independent curriculum study longer for one year (2 semesters) so that you are more mature in its implementation. There needs to be more obstacles significant in this regard. From these two statements, The conclusion is that there are obstacles to preparing the material. Curriculum-based learning lacks time allocation for learning planning and has limited facilities, teaching aids, and reference books.

9. Teacher competency

In realizing learning It must be right on target and attract students' attention support from the teacher. Based on the results regarding whether all students can understand what delivered by the teacher. only some students understand and respond well to lessons. This indicates that the teacher still does not have classroom management maximum so that teaching is carried out not yet effective overall. obstacles were found in teachers where the teacher has not all understand the scope independent learning curriculum. Implementation of the curriculum independent learning which has only been running for 5 months is the cause, teachers are still adapting. Unfortunately there is no special training or guidance specifically from the Ministry of Education and Culture and Technology

to teachers difficulty learning and developing independent learning curriculum, there is only a platform officially independent learning from the Ministry of Education and Culture as reference material.

some teachers have started to get it understand and develop teaching based on the independent learning curriculum. Students have began to be given exploratory teaching outside the classroom and assignments have started to be technology-based. But personallythat barriers to teacher competence in provide independent learning-based teachingis that the learning process in class is still not there maximum because teachers are still adapting to curriculum changes, teachers do not yet know the ins and outs of the independent learning curriculum and not yet maximum in developing the curriculum freedom to learn because there is no achievement guide teaching or learning guidelines so the teaching process is less than optimal.

According to Mulyasa, teacher competency is a combination of personal, technological, social, and spiritual abilities that significantly form teacher standard competency, which includes mastery of material, understanding of students, educational learning, personal development, and professionalism. In line with this theory, my research results from these five schools are still experiencing problems because teacher competency regarding the independent curriculum is still lacking, so they experience difficulties in accessing separate curriculum applications because some teachers are not very agile in using applications and technology.

of the ten indicators above, if you look at previous research, of ten indicators, previous researchers experienced all the problems in the indicators. In contrast, in this research, there were only eight problems that I encountered. of these eight problems, the highest was motivating students because students always think that English is unnecessary and there is no benefit for them in the future;

with this, teachers in junior high schools can learn more to motivate students to be enthusiastic about learning. This is supported According to Fillmore H. Standford in the book Mangkunegara says that motivation is a condition that moves people towards a specific goal. According to Sardiman, motive can be a driving force from within and within the subject to carry out certain activities to achieve a goal. In learning activities, motivation is essential to arouse students' passion for learning so that learning activities can run well. If, in the future, students can be motivated to study and achieve something, they can provide good benefits for themselves, such as being able to get a scholarship. This study had no problems with parental support and principal leadership.
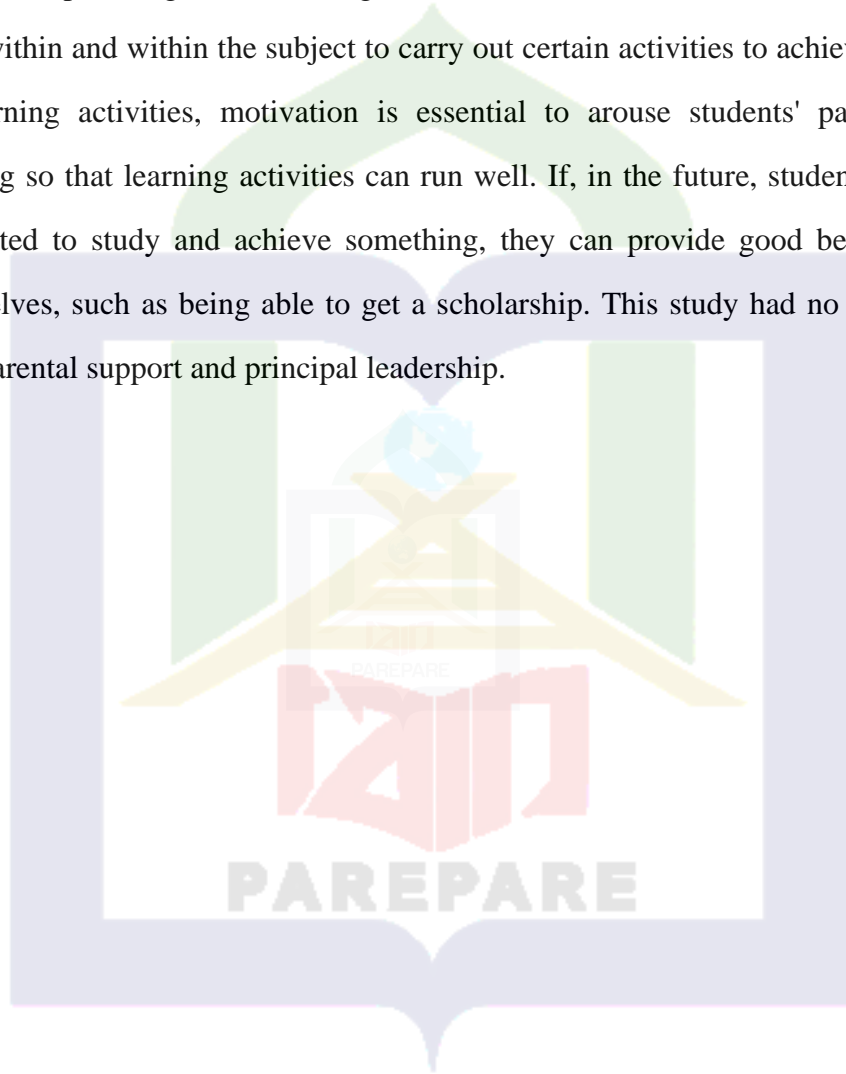
CHAPTER V

CONCLUSION AND SUGGESTION

A. *Conclusion*

The conclusion of this research can be explained below:

the problems faced by English teachers are internal problems. Internal problems arise from students because they feel English could be more complex and precise. Internal problems include the need for teachers to motivate students, improve students' learning attitudes, and attract students' interest. At the same time, external problems are problems that originate from teachers because they still need to gain knowledge about the independent curriculum. External problems include a lack of school facilities, teacher competence, an attractive learning system, a lack of learning materials, and a lack of time.

B. *Implication*

Based on the results of this research, implications can be put forwardtheoretically and practically as follows:

1. Theoretical Implications

   a. Choosing the correct learning method can influence student learning achievement. For lessons Independent curriculum: there are differences between the previous and current curricula.

   b. Student learning motivation influences English learning achievement. Students with high learning motivation certainly have better learning

achievements than students with moderate or low learning motivation. Teachers can foster learning motivation in students in various ways according to the teacher's abilities and attractiveness to students.

c. Although there is no interaction between learning methods and high, medium, and low learning motivation in this research is hoped that there will be cooperation between students and teachers by finding the best solutions in the English learning process to improve learning achievement.

2. Practical Implications

The results of this research are used as input for teachers and prospective teachers. Improving oneself regarding the teaching that has been carried out and the student learning achievements that have been achieved, paying attention to appropriate learning methods and student learning motivation to improve student English learning achievement.

C. *Suggestion*

Based on the findings in this research, in this thesisThe author provides suggestions as input. The suggestions that researchers can give are as follows :

1. for school

In order to further improve existing facilities and infrastructure in schools to support implementation Independent Learning Curriculum.

2. for the principal

In order to continue to pay attention to teacher competence, both pedagogical, professional, social and personality competence. And holding training for teachers on the Independent Learning Curriculum with the aim of improving teachers' abilities in implementing the Independent Learning

Curriculum

3. for teachers

So that you can improve your understanding of Independent Learning Curriculum, so that in the learning process you can running in accordance with the curriculum that is being implemented. Besides that, teachers need to provide fun learning, and teachers need to increase their creativity in using methods and learning media so that students are more enthusiastic in activities learning in the classroom and the learning atmosphere is more lively.

4. for students

Students should always actively participate in every activity Learning is by following and paying attention to the material delivered by teachers and students must be more confident and have high curiosity and courage in expressing his opinion.

5. For Further Researchers

The results of this research can be used as material comparisons and references for further research, and it is hoped that it can expand the research area further than this research and can deepen the analysis.

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APPENDICES

Appendix 1. RESEARCH ALLOWANCE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
PASCASARJANA
Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100 website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor	:	B-109/In.39/PP.00.09/PPS.05/11/2023	29 November 2023
Lampiran	:	-	
Perihal	:	Permohonan Rekomendasi Izin Penelitian	

Yth. Bapak Bupati Pinrang
Cq.   Dinas Penanaman Modal Dan Pelayanan
       Terpadu Satu Pintu

Di

Tempat

Assalamu Alaikum Wr. Wb.

Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Pascasarjana IAIN Parepare tersebut di bawah ini :

Nama	:	MIRNAYANTI
NIM	:	2120203879102018
Program Studi	:	Tadris Bahasa Inggris
Judul Tesis	:	**An Analysis Of English Teachers' Problem In Implementing The Independent Curriculum.**

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan **November sampai Januari** Tahun 2024

Sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

Assalamu Alaikum Wr. Wb.

Direktur,

Dr.Hj. Darmawati,S.Ag.,M.Pd
NIP.19720703 199803 2 001

PEMERINTAH KABUPATEN PINRANG

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0727/PENELITIAN/DPMPTSP/12/2023

Tentang

REKOMENDASI PENELITIAN

Menimbang	:	bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 05-12-2023 atas nama MIRNAYANTI, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.
Mengingat	:	1. Undang – Undang Nomor 29 Tahun 1959;
		2. Undang – Undang Nomor 18 Tahun 2002;
		3. Undang – Undang Nomor 25 Tahun 2007;
		4. Undang – Undang Nomor 25 Tahun 2009;
		5. Undang – Undang Nomor 23 Tahun 2014;
		6. Peraturan Presiden RI Nomor 97 Tahun 2014;
		7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
		8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
		9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
Memperhatikan	:	1. Rekomendasi Tim Teknis PTSP : 1425/R/T.Teknis/DPMPTSP/12/2023, Tanggal : 05-12-2023
		2. Berita Acara Pemeriksaan (BAP) Nomor : 0727/BAP/PENELITIAN/DPMPTSP/12/2023, Tanggal : 05-12-2023

M E M U T U S K A N

Menetapkan	:	
KESATU	:	Memberikan Rekomendasi Penelitian kepada :

	1. Nama Lembaga	:	INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
	2. Alamat Lembaga	:	JL. AMAL BAKTI NO. 8
	3. Nama Peneliti	:	MIRNAYANTI
	4. Judul Penelitian	:	AN ANALYSIS OF ENGLISH TEACHERS' PROBLEMS IN IMPLEMENTING THE INDEPENDENT CURRICULUM AT JUNIOR HIGH SCHOOL
	5. Jangka waktu Penelitian	:	1 Bulan
	6. Sasaran/target Penelitian	:	GURU BAHASA INGGRIS DI SMP 1 SUPPA, SMP 4 PINRANG, SMP 3 MATTIRO BULU, SMP 1 MATTIRO BULU, DAN SMP 2 MATTIRO BULU
	7. Lokasi Penelitian	:	Kecamatan Mattiro Bulu, Kecamatan Suppa

KEDUA	:	Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 05-06-2024.
KETIGA	:	Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
KEEMPAT	:	Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 05 Desember 2023

Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP.,M.Si
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-

Dokumen ini telah ditandatangani secara elektronik menggunakan **sertifikat elektronik** yang diterbitkan **BSrE**

PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 1 MATTIROBULU
Alamat : Barugae kelurahan Padaidi Kec. Mattirobulu Kab. Pinrang Kode Pos 91271

SURAT KETERANGAN
Nomor: 042.3/ 199 /SMP.03/2023

Yang bertanda tangan di bawah ini :

Nama   : H. SULAEMAN, S.Pd, M.M

NIP   : 19730321 199903 1 007

Jabatan   : Kepala UPT SMPN 1 Mattiro Bulu Kabupaten Pinrang

Menyatakan bahwa mahasiswa Institut Agama Islam Negeri Parepare(IAIN) di bawah ini telah menyelesaikan studi penelitiannya di UPT SMP Negeri 1 Mattiro Bulu.

Nama   : Mirnayanti

NIM   : 21203879102018

Fak/Jurusan   : S2 PascaSarjana Tadris Bahasa Inggris

Judul Skripsi : **"An Analysis Of English Teachers Problems In Implementing The Independent Curriculum At Junior High School"**

Surat ini dibuat dan dipergunakan seperlunya dalam penyusunan Tesis mahasiswa tersebut di atas, demikian surat keterangan ini dibuat dan atas kerja samanya diucapkan terima kasih.

Barugae, 18 Desember 2023
Kepala Sekolah,

H. SULAEMAN, S.Pd, M.Pd
NIP. 19730321 199903 1 007
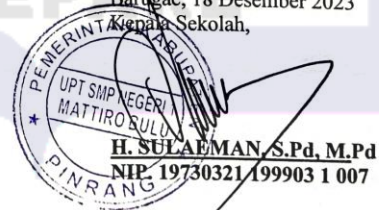
PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 1 SUPPA
Jalan Ambo Siraje No. 1 ☎0421-3313802 Suppa Kabupaten Pinrang 91272
e-mail: spensasuppa@gmail.com website: http://www.smpn1suppa.sch.id

SURAT KETERANGAN PENELITIAN
Nomor: 070/080/SMP.05/2023

Yang bertanda tangan di bawah ini, Kepala UPT SMP Negeri 1 Suppa Kabupaten Pinrang menerangkan bahwa:

N a m a	:	**MIRNAYANTI**
Pekerjaan	:	Mahasiswi IAIN Parepare
NIM	:	21203879102018

benar telah melaksanakan penelitian di UPT SMP Negeri 1 Suppa mulai tanggal 5 desember s.d. 18 desember 2023 Surat Keputusan Kepala Dinas Penanaman Modal dan PTSP Kabupaten Pinrang Nomor 503/0727/PENELITIAN/DPMPTSP/12/2023 yang merupakan salah satu syarat akademik dalam penyelesaian Tesis dengan judul: AN ANALYSIS OF ENGLISH TEACHERS PROBLEMS IN IMPLENTING THE INDEPENDENT CURUCULUM AT JUNIOR HIGH SCHOOL

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Tanggal 18 DESEMBER 2023
Plt. Kepala Sekolah,

MADE SETOMA, S.Pd, M.Si.
NIP. 19641231 198411 1 004

PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 4 SUPPA

Alamat : Majakka Jl, Poros Pinrang – Parepare.Desa Watang Pulu, Kec. Suppa Kab. Pinrang Tlp... Pos. 91272

SURAT KETERANGAN
Nomor : 0421.3/047/smp.83/23

Yang bertanda tangan di bawah ini kepala UPT SMP NEGERI 4 SUPPA menerangkan bahwa:

Nama	: MIRNAYANTI
Nim	: 21203879102018
Nama lembaga	: institut Agama Islam Negeri Pareapare
Program Studi	: Tadris Bahas Inggris

Benar Telah melakukan penelitian di UPT SMP NEGERI 4 SUPPA dengan judul : "An Analysis Of English Teachers Problems In Implementing The Independent Curriculum At Junior High School" ,yang pelaksanaannya mulai tanggal 5 desember s/d 18 desember.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Suppa, 18 Desember 2023
Kepala UPT SMPN 4 Suppa

NURTAN,S.Pd, M.Si
NIP 197207281995121 001

PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 2 MATTIRO BULU
Alamat : Jl.Poros Pinrang Jampue Km.6 Padakalawa Kec.Mattiro Bulu Kode Pos 91271

SURAT KETERANGAN TELAH MENELITI
NOMOR : 422 / 155 / UPT SMPN.13/2023

Yang bertanda tangan di bawah ini kepala UPT SMP NEGERI 2 MATTIRO BULU Menerangkan bahwa :

Nama	:	MIRNAYANTI
NIM	:	21203879102018
Nama lembaga	:	Institut Agama Islam Negeri Parepare
Program	:	Tadris Bahasa Inggris

Benar Telah melakukan penelitian di UPT SMP NEGERI 2 MATTIRO BULU dengan judul : "An Analysis Of English Teachers Problems In Implementing The Independent Curriculum At Junior High School" yang pelaksanaannya mulai tanggal 5 Desember s/d 20 Desember 2023.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Padakkalawa, 20 Desember 2023
Kepala Sekolah

ANDI SALMAWATY, S.Si., M.Si.
NIP. 19870524 200502 2 006

PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 3 MATTIROBULU
Alamat : Jalan Poros Kariango Alitta No.56 | Kode Pos : 91271
Email : uptsmpn3mattirobulu@gmail.com NPSN : 40305101

<u>**SURAT KETERANGAN PENELITIAN**</u>
Nomor : 421.3//UPT SMP.03/2023

Yang bertanda tangan dibawah ini, Kepala UPT SMP Negeri 3 Mattirobulu, Kabupaten Pinrang menerangkan bahwa :

Nama	:	**MIRNAYANTI**
NIM	:	21203879102018
Jurusan	:	Pendidikan Bahasa Inggris
Pekerjaan	:	Mahasiswa

Benar telah selesai melakukan penelitian dengan judul Analysis of English teachers' problems in implementing the independent curriculum at junior high school di UPT SMP Negeri 3 Mattirobulu, Kabupaten Pinrang pada tanggal, 5 desember- 20 Desember 2023.

Demikian surat keterangan penelitian ini dibuat untuk dipergunakan sebagaimana mestinya.

Alitta, 20 Desember 2023
Kepala Sekolah,

Drs, Marten Mangera, M.Si
NIP. 196905301998021002

Appendix 2. Research Instrument

<table>
<tr>
<td colspan="2" rowspan="2"></td>
<td colspan="5">
<p style="text-align:center">KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
PASCASARJANA</p>
<p style="text-align:center">Jln.AmalBakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id</p>
</td>
</tr>
<tr>
<td colspan="5"><p style="text-align:center">VALIDASI INSTRUMEN PENELITIAN</p></td>
</tr>
<tr>
<th>Faktor Internal</th>
<th>Indicator</th>
<th>Kuesioner</th>
<th>S</th>
<th>KK</th>
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<th>P</th>
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<tr>
<td></td>
<td>1. Motivasi siswa</td>
<td>Saya mengalami kesulitan Memotivasi siswa dalam belajar bahasa inggris pada kurikulum merdeka.</td>
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<td></td>
<td>2. Sikap siswa</td>
<td>Saya mengalami kesulitan untuk membuat siswa tertarik belajar bahasa inggris pada kurikulum merdeka.</td>
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<td></td>
<td>3. Minat siswa</td>
<td>Saya mengalami kesulitan mengenai Ketidaksesuaian hasil asesmen sekolah dengan harapan siswa dalam belajar bahasa inggris di kurikulum merdeka.</td>
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<tr>
<td>Faktor eksternal</td>
<td>4. Dukungan orang tua</td>
<td>Orang tua tidak mendukung pembelajaran bahasa inggris yang berbasis kurikulum merdeka.</td>
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<td></td>
<td>5. Kepemimpinan kepala sekolah</td>
<td>Guru dituntut untuk selalu berinovasi dalam mengembangkan gaya dan metode pembelajaran bahasa inggris di kurikulum merdeka.</td>
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<td></td>
<td>6. Fasilitas sekolah</td>
<td>Keterbatasan fasilitas, alat peraga dan buku referensi bahasa inggris di kurikulum merdeka.</td>
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<tr>
<td></td>
<td>7. System pembelajaran</td>
<td>Terdapat hambatan dalam menyiapkan konten pembelajaran bahasa inggris yang beragam yang sesuai gaya belajar siswa di</td>
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</table>

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
PASCASARJANA
Jln.AmalBakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN

		kurikulum merdeka.				
8.	Materi pembelajaran	Saya mengalami kesulitan dalam mengembangkan materi pembelajaran bahasa inggris pada kurikulum merdeka.				
9.	Kompetensi guru	Saya mengalami kesulitan dalam mengimplementasikan kurikulum merdeka pada pembelajaran bahasa inggris.				
10.	Waktu	Kurangnya waktu dalam proses belajar dan mengajar bahasa inggris di kurikulum merdeka.				

Appendix 3: Result of Questionnaire

NO	NAMA	1	2	3	4	5	6	7	8	9	10
1	MA	4	2	2	2	1	3	4	4	4	2
2	A	4	1	4	2	1	2	2	2	2	2
3	AM	2	2	3	1	1	2	2	2	2	1
4	W	2	2	1	3	1	3	2	2	2	2
5	AL	4	2	1	2	1	2	2	1	4	2
6	M	2	2	2	2	1	2	2	2	2	2
7	B	2	4	2	1	4	2	2	2	4	1
8	F	2	2	4	1	1	2	2	4	4	1
9	AY	3	3	3	2	4	3	2	2	3	1
10	MAL	2	2	2	1	2	2	2	2	4	2
11	H	2	2	2	2	2	2	2	2	2	2
12	NAH	2	2	4	2	1	2	2	2	2	1
13	J	4	4	2	2	1	2	2	2	2	3
14	N	2	2	2	2	1	2	2	2	2	2
15	AS	2	2	2	2	1	1	2	3	2	2
16	T	3	2	2	2	1	1	2	3	2	4
17	UH	2	2	1	1	1	1	2	2	2	2
18	SEAY	3	4	3	1	1	3	4	4	4	1
19	AA	2	2	3	1	1	3	3	2	3	1
20	NAR	4	4	3	1	1	3	3	4	4	1
21	M	3	3	3	1	3	2	3	3	3	3
22	Nsrr	2	2	4	2	2	2	2	1	1	2

23	N	1	1	1	1	1	2	2	2	1	2
24	SY	4	3	3	1	1	3	2	2	1	3
25	FH	4	2	4	2	1	2	1	2	1	2
26	E	3	3	3	1	1	3	3	3	3	3
27	H	4	4	4	2	1	2	4	4	4	2
28	SL	4	4	2	2	1	2	2	2	2	3
29	D	2	3	3	2	1	3	2	3	3	3
30	L	3	3	3	1	1	3	2	4	2	2
31	MU	2	2	1	2	1	2	1	2	3	3
32	MY	2	2	4	3	2	1	4	4	4	2
33	J	2	3	3	2	1	1	3	2	2	3
34	U	3	3	3	4	1	2	2	2	2	2
35	HR	4	4	4	3	1	2	4	4	4	2
36	MB	4	4	4	2	4	2	2	4	2	2
37	JL	4	4	4	1	4	3	4	4	4	3
38	AAU	4	4	4	1	4	2	4	4	4	4
39	I	4	4	4	1	2	2	4	4	2	3
40	ST	4	4	3	2	4	3	3	4	4	1
41	AT	4	4	3	1	1	3	3	4	3	3
42	R	3	3	2	1	1	2	2	2	3	2
43	RFM	4	4	3	1	4	2	4	3	3	2
44	JH	3	3	2	1	4	3	2	4	2	1
45	JM	4	2	2	2	1	2	2	2	2	2
46	B	3	3	3	2	1	2	2	2	3	2
47	EN	4	2	3	2	1	1	4	3	3	1
48	UP	4	4	4	1	4	2	4	4	4	2
49	LH	2	3	1	2	1	1	1	2	2	1
50	MI	2	3	1	3	1	1	1	2	2	1
		149	**141**	**134**	**85**	**84**	**106**	**125**	**137**	**135**	**102**

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Saya Mengalami Kesulitan untuk Membuat Siswa Tertarik Belajar Bahasa Inggris Pada Kurikulum Merdeka. *

○ S

◉ KK

○ HTP

○ P

Saya Mengalami Kesulitan Mengenai Ketidaksesuaian Hasil Asesmen Sekolah Dengan Harapan Siswa dalam Belajar Bahasa Inggris di Kurikulum Merdeka. *

○ S

◉ KK

○ HTP

Orang Tua Tidak Mendukung Pembelajaran Bahasa Inggris yang Berbasis Kurikulum Merdeka. *

○ S

○ KK

◉ HTP

○ P

Guru dituntut untuk Selalu Berinovasi Dalam Mengembangkan Gaya dan Metode Pembelajaran Bahasa Inggris Di Kurikulum Merdeka. *

○ S

◉ KK

○ HTP

○ P

Keterbatasan Fasilitas, Alat Peraga dan Buku Referensi Bahasa Inggris Di Kurikulum Merdeka. *

○ S

◉ KK

○ HTP

○ P

Terdapat Hambatan Dalam Menyiapkan Konten Pembelajaran Bahasa Inggris yang Beragam yang Sesuai Gaya Belajar Siswa di Kurikulum Merdeka. *

○ S

◉ KK

○ HTP

○ P

Saya Mengalami Kesulitan dalam Mengembangkan Materi Pembelajaran Bahasa Inggris Pada Kurikulum Merdeka. *

- ○ S
- ⦿ KK
- ○ HTP
- ○ P

Saya Mengalami Kesulitan dalam Mengimplementasikan Kurikulum Merdeka Pada Pembelajaran Bahasa Inggris. *

- ○ S
- ⦿ KK
- ○ HTP

Saya Mengalami Kesulitan dalam Mengimplementasikan Kurikulum Merdeka Pada Pembelajaran Bahasa Inggris. *

- ○ S
- ⦿ KK
- ○ HTP
- ○ P

Kurangnya Waktu Dalam Proses Belajar dan Mengajar Bahasa Inggris Di Kurikulum Merdeka. *

- ○ S
- ○ KK
- ⦿ HTP

Appendix 4: Documentation

Pictrure 1. The process of Instrument fulfillment with one of MGMP's Member

Pictrure 2. The process of Instrument fulfillment with one of MGMP's Member

Pictrure 3. The process of Instrument fulfillment with one of MGMP's
Member

Pictrure 3. The process of Instrument fulfillment with one of MGMP's
Member

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