

**THE IMPLEMENTATION OF *MERDEKA BELAJAR* CURRICULUM
IN TEACHING READING COMPREHENSION
AT SMKN 2 KOTA KEDIRI**

THESIS



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**ENGLISH DEPARTMENT
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OCTOBER 2023**

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THESIS

Presented to:

State Islamic Institute of Kediri

In Partial Fulfillment of the Requirement

For the Degree of *Sarjana* in English Language Education



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COVER PAGE

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OCTOBER 2023**

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I hereby declare that I have prepared this thesis based on my own research and I do not plagiarize other people's research. I also include references from materials that I have quoted from previous researchers and authors. The work contained in this thesis has not been previously submitted for examination. I also agree that the thesis may be tested for plagiarized content with the help of plagiarism software. I make a statement that as the only person responsible for the thesis if there is any objection or claim from others.

This thesis to fulfill the requirement for the degree of *Sarjana* (S1) in English Department Study Program, State Islamic Institute (IAIN) of Kediri.

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IN TEACHING READING COMPREHENSION
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MOTTO

وَحَيْرُ النَّاسِ أَنْفَعُهُمُ لِلنَّاسِ

“Dan sebaik-baik manusia adalah yang paling bermanfaat bagi manusia lainnya.” (HR. Al-Qadlaa’iy dalam Musnad Asy-Syihaab no. 129, Ath-Thabaraaniy dalam Al-Ausath no. 5787)

“Apapun yang dilakukan oleh seseorang itu, hendaknya dapat bermanfaat bagi dirinya sendiri, bermanfaat bagi bangsanya, dan bermanfaat bagi manusia di dunia pada umumnya.” – Ki Hadjar Dewantara

DEDICATION

Thanks to Allah SWT because whatever we have done in this world goes by His will, I might not be able to complete this thesis properly. This thesis is dedicated to:

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At last, the author realizes that this thesis still far from perfect. The suggestions and critics for the author are very welcomed. Hopefully, this thesis can be useful for us and become the input for the parties in need.

Kediri, 25th October 2023
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ABSTRACT

Nafik, Mohammad. (2023). “The Implementation of Merdeka Belajar Curriculum in Teaching Reading Comprehension at SMKN 2 Kota Kediri”. A Graduating Paper. Department of English Language Education. Faculty of Tarbiyah. State Islamic Institute of Kediri. Advisor: (1) Drs. Agus Edi Winarto, M.Pd. (2) Dr. Toyyibah, S.S., M.Pd.

Keywords : *Implementation, Merdeka Belajar, Reading Comprehension*

The *Merdeka Belajar* Curriculum was a curriculum that gave educators the freedom to create quality learning that suited the needs and environment of learners. The purpose of this research was to provide an overview of the implementation of the *Merdeka Belajar* Curriculum in teaching reading comprehension and to find out the problems faced by teachers when applying the *Merdeka Belajar* Curriculum in teaching reading comprehension at SMKN 2 Kota Kediri.

The research employed a descriptive qualitative research design to acquire factual data pertaining to an event or phenomenon directly from the field. The subject of the study was an English teacher at SMKN 2 Kota Kediri. The researcher adopted observation and interviews as data collection methods.

Based on the research results, the implementation of the *Merdeka Belajar* Curriculum at SMKN 2 Kota Kediri had been running well in accordance with the provisions set by the government. The researcher found several stages that had been applied by the English teacher in her teaching and learning activities. In the process of implementing the *Merdeka Belajar* Curriculum, there were three stages: planning, implementation, and evaluation. In the planning stage before starting the learning process, the teacher analyzed *Capaian Pembelajaran* (CP), formulated *Tujuan Pembelajaran* (TP), compiled *Alur dan Tujuan Pembelajaran* (ATP), and designed *Modul Ajar* according to students’ readiness, interests, and talents with the format and conditions that applied at school based on government regulations. In the implementation phase, the teaching and learning process of the *Merdeka Belajar* Curriculum involved three activities: pre-teaching, whilst-teaching, and post-teaching activities. The whilst-teaching stage included genre-based learning activities with four stages: Building Knowledge of the Field (BKoF), Modeling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT). The teacher also used the *Merdeka Belajar* Curriculum learning cycle. The teacher assessed students with formative and summative evaluations that incorporated attitudinal, social, and spiritual criteria in a holistic manner, without separating them among evaluations. The problem faced by the teacher was that she still needed development when designing differentiated learning based on the individual needs of students and the teacher also had difficulty developing students’ character in learning through this differentiated learning.

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