

**THE IMPLEMENTATION OF *MERDEKA* CURRICULUM IN LEARNING
ENGLISH AT SMAN 1 GROGOL**

THESIS

Presented to:

State Islamic Institute of Kediri

In Partial Fulfillment of the Requirements

For the Proposal English Education Department



Arranged by:

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**DEPARTMENT OF ENGLISH EDUCATION
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STATE ISLAMIC INSTITUTE (IAIN) KEDIRI
2024**

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Education**

By

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as result of my own original research. It does not incorporate any materials previously written or publish by another person except those indicated to quotations and references. No portion on this work has been submitted in support of an application for another degree of qualification of this or any other university or institute of higher education. Due to this fact, I am the only person responsible for the thesis of there is any subjection or claim from others.

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

Kediri, 14 June 2024

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APPROVAL PAGE

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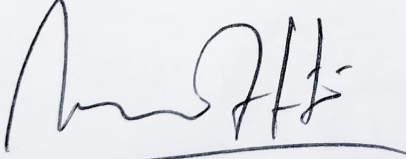
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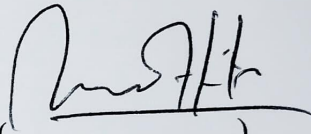
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MOTTO

*Never give up even though obstacles always come, nothing is impossible if
God has willed.*

*“Indeed, if you give thanks, I will increase (favours) to you, but if you deny
(My favours), then surely My punishment will be very severe.”*

(QS. Ibrahim: 7)

DEDICATION

In the name of Alloh for the blessing and the marchiful, with deep thanks and proud, Sholawat to The Prophet Muhammad Shalallahualaihi Wasallam. His coming changed the world.

This thesis is dedicated to:

1. My beloved mother (Umi Hasanah) and my beloved father (Moh. Muksin), thank you very much for the love, prayers and support you have given all this time. Thank you for struggling to finance me gaining knowledge until I graduate from college. You are my strength during this time. May you always be under Alloh's protection.
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The researcher realized that this thesis is far from perfect. So, the researcher will receive any suggestion and critics that will help the research to be better.

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ABSTRACT

Sari, Nur Hamidah Novita. 2024. "*The Implementation of Merdeka Curriculum in Learning English at SMAN 1 Grogol Kediri*". Thesis, English Department, Faculty of Education. Institute of Islamic Studies at Kediri. Advisor: (I) Nur Afifi, M. App.Ling, Ph.D (II) Annisa Aulia Saharani, M. Pd

Key Word *Merdeka Curriculum and Learning English.*

The curriculum is a fundamental element of education, establishing a shared understanding of teaching and learning to achieve desired outcomes. In Indonesia, the curriculum has undergone ten significant changes since 1947, the most recent being the "Merdeka Belajar" initiative. Led by Nadiem Makarim, this initiative has seen three curriculum revisions annually over the past decade to address evolving educational challenges. The purpose of this study to explore the implementation of the *Merdeka* Curriculum and to identify English teacher's challenges for implementing the *Merdeka* Curriculum for English language learning at SMAN 1 Grogol.

This research employs a qualitative study design, utilizing teacher effectiveness and problem analysis techniques to examine the implementation of the Independent Curriculum at SMAN 1 Grogol during the 2023/2024 academic year. The subject of this research is a teacher of class XI. The study focuses on the teaching and learning processes in eleventh-grade, as these were recommended for the research. Data collection methods include observations, interviews, and documentation to provide a comprehensive understanding of the curriculum's implementation and the challenges faced by educators.

The implementation of the Independent Curriculum at SMAN 1 Grogol for eleventh grade English students involves detailed planning and structured teaching methods. Teachers create customized Learning Objectives and Teaching Modules, integrate Pancasila values, and use diverse media for teaching. Assessment is thorough, covering both formative and summative evaluations. Despite the successful implementation, teachers face challenges in fostering students' enthusiasm for independent learning and critical thinking, which is often hindered by students' dependence on mobile phones. To overcome these challenges, teachers need to create a more engaging learning environment. It also explores the challenges posed by initiatives such as the Project for Strengthening the Pancasila Student Profile (P5), which reduces English instruction time to accommodate additional activities, potentially impacting English language proficiency and independent learning among student.

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