

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses the process of the research methodology. The research methodology consists of research design, data sources, research instrument, data collection, and data analysis.

#### **A. Research Design**

The research design is a plan on how to collect and process data to achieve research objectives (Denzin & Lincoln, 2017). This research uses a qualitative method with a case study approach. Case studies are used by researcher to reveal a case and its perceptions in accordance with its natural environment (Unal & Ilhan, 2017). The hallmark of a case study is to investigate one topic in one context in depth by collecting data from various points of view. This research wants to reveal the implementation of the *Merdeka Belajar* Curriculum in English classes at Vocational High School *Kartanegara* Wates. In this study, the researcher used observation and in-depth structured interviews as data collection instruments.

#### **B. Data Sources**

The subjects of this study were English teacher and students at Vocational High School *Kartanegara* Wates. Implementation of the *Merdeka Belajar* Curriculum at this school is only for tenth-grade students or can be called Phase-E students. Researcher took one teacher who taught English in tenth-grade and implemented the *Merdeka Belajar* Curriculum. The researcher chose a male teacher who taught in one class as a model teacher to observe the implementation of the *Merdeka Belajar* Curriculum in the English class. Apart from this teacher, the subject in this study were all students of class X TKRO 1 at Vocational High School *Kartanegara* Wates for the 2022/2023 academic year. The class chosen as the subject of the study totaled forty students, all of whom were boys.

In this school, there are 14 classes in the tenth grade. Each class contains 40 students. There are 4 TKRO classes (*Teknik Kendaraan Ringan Otomotif* - Automotive Light Vehicle Engineering), 3 TBSM classes (*Teknik Bisnis Sepeda Motor* - Motorcycle Business Engineering), 3 TKJ (*Teknik Komputer Jaringan* - Computer Network Engineering) classes, 1 TPM (*Teknik Pemesinan* - Machinery

Engineering) class, 1 TPL (*Teknik Pengalasan* - Welding Engineering) class, 1 DKV class (*Desain Komunikasi Visual* - Visual Communication Design), and 1 ASKEP class (*Asisten Keperawatan* - Nursing Assistant).

The researcher took one class to observe the implementation of the *Merdeka Belajar* Curriculum in the English class. This research was carried out in this class because it implemented the *Merdeka Belajar* Curriculum and wanted to find out how the perceptions of teachers and students were in implementing this new curriculum. Observations were carried out three times to obtain more complete data. To get stronger data, researcher conducted interviews with students. Researcher took a sample of nine students as the subject. From the number of students to be interviewed, the researcher took three students from each session. Students who were used as a subject were students with high achievement, average achievement, and below achievement categories. The researcher chose students in this category to find out their perceptions about the implementation of the *Merdeka Belajar* Curriculum in the English class.

### **C. Data Collection Method**

Researcher made observations in class to find out information and implementation of the *Merdeka Belajar* Curriculum there. In this school, the implementation of the *Merdeka Belajar* Curriculum is only intended for tenth-grade students. Researcher only took one teacher as a sample because the teacher taught English in tenth grade. Researcher conducted research offline. Researcher observed one class taught by the teacher as a “model in this study” to get the results of the implementation of *Merdeka Belajar* Curriculum in English class. Then the researcher conducted an interview to get more detailed information from the respondent. Researcher conduct interviews with teacher and students because they are the main actor in the implementation of this curriculum. Researcher took nine students from one classes that have been observed. Interviews were conducted to find out the perceptions of teacher and students on the application of the *Merdeka Belajar* Curriculum.

## 1. Observation

Observation is a process of understanding an event or phenomenon to obtain research data (Cahyono, 2022). In this study, observations were made to determine the implementation of the *Merdeka Belajar* Curriculum at Vocational High School *Kartanegara* Wates. Researcher want to see whether the learning process in the classroom taught by the teacher is in accordance with the existing methods in the *Merdeka Belajar* Curriculum. In addition, the researcher wants to see whether teacher and students are ready to apply this curriculum in learning English. Observations were made in one class. Observations were carried out three times in class X TKRO 1. Researcher made observations on April 7, 2023, April 14, 2023, and May 5, 2023. Observations were carried out at 07.00 – 09.00 a.m. Researcher made observations by recording videos of the learning process in class. The researcher asked permission from the teacher to enter the classroom to make observations. Researcher view and record learning videos in class. The researcher transcribed the results of the video which will be written on the results of this study. The following is a observations checklist to observe the implementation of the *Merdeka Belajar* Curriculum in English classes.

**Table 3.1 Observation Checklist**

No.	Variable	Statements	Items		
			1	2	3
1.	Context	The teacher's understanding of the application of the <i>Merdeka Belajar</i> Curriculum.			
		Suitability of the <i>Merdeka Belajar</i> Curriculum to the needs of students.			
		Suitability of the <i>Merdeka Belajar</i> Curriculum with learning objectives.			
		Suitability of the <i>Merdeka Belajar</i> Curriculum with current developments.			
		Learning process with a project-based learning model.			
		Ease of teachers in implementing the <i>Merdeka Belajar</i> Curriculum.			
		Provide socialization to all parties about the <i>Merdeka Belajar</i> Curriculum (teachers and students).			
		Suitability of the material presented with the principles of Pancasila values.			

## 2. Interview

According to Fox (2009), interviews are data collection techniques using more intense communication between researchers and participants. The researcher conducted the interviews because wanted to get deeper information about the teacher's and students' perceptions of their experiences during the English language process with the *Merdeka Belajar* Curriculum, considering that this curriculum was only being used at Vocational High School *Kartanegara Wates* in 2022. Before conducting the interviews, the researcher explained to the participants that the observations classes will be conducted on learning activities using the *Merdeka Belajar* Curriculum. Researcher invited 1 teacher and 9 students to conduct interviews. Interviews were carried out after the researcher made observations. Teacher and student interviews were conducted three times after the lesson was finished or when the researcher finished making observations.

In student interviews, researcher chose three different students as subjects in each session. The researcher was assisted by the teacher to select student categories which were used as subjects because the teacher knew more about the competence of each student. Categories for students are high achievement, average achievement, and below achievement. The researcher determined these three categories to choose students' perceptions in implementing the *Merdeka Belajar* Curriculum according to their experiences. The time of conducting the interview is the same as the implementation of the observation. The interview was held for 20 minutes. Researcher gave a sheets to teacher and students that containing interview questions for they worked on. For more details, the following are interview guidelines for teacher and students perceptions about the implementation of the *Merdeka Belajar* Curriculum in English class at Vocational High School *Kartanegara Wates*.

**Table 3.2 Interview Guideline (Teacher)**

No.	Variable Focus	Statements	Items
1.	Perceptions	What do you think about <i>Merdeka Belajar</i> Curriculum?	1
		In your opinion, what changes were felt when there was a transition from Curriculum 13 (K13) to the <i>Merdeka Belajar</i> Curriculum in teaching English?	2

		In your opinion, what achievements did you get when teaching English according to the <i>Merdeka Belajar</i> Curriculum Platform?	3
		In your opinion, what are the advantages and disadvantages of implementing the <i>Merdeka Belajar</i> Curriculum Platform?	4
2.	Teacher's Readiness	Have you ever attended training on how to apply the <i>Merdeka Belajar</i> Curriculum at a vocational high school? if yes, please provide the place and time you did the training.	5
		How ready are you to teach English using the <i>Merdeka Belajar</i> Curriculum platform?	6
3.	Problems	How do you see the problems you face when applying the <i>Merdeka Belajar</i> Curriculum in teaching English in tenth-grade?	7
		How to become an ideal teacher in improving students' critical thinking based on the implementation of the <i>Merdeka Belajar</i> Curriculum?	8
		How do you improve and develop students' potential abilities in learning English through the <i>Merdeka Belajar</i> Curriculum?	9
		How do you explore students' needs through the application of a project-based learning model?	10

**Table 3.3 Interview Guideline (Student)**

No.	Variable Focus	Statements	Items
1.	Perceptions	What do you think about <i>Merdeka Belajar</i> Curriculum?	1
		How is the learning system provided by the English teacher using the concept of <i>Merdeka Belajar</i> Curriculum?	3
		In your opinion, is <i>Merdeka Belajar</i> Curriculum effective in learning English?	4
		In your opinion, does the <i>Merdeka Belajar</i> Curriculum provide opportunities for students to improve their learning competence?	5
2.	Problem	How do you view the problems you face during English lessons within the <i>Merdeka Belajar</i> Curriculum frame?	2

#### **D. Research Instrument**

In qualitative research, the main instrument is the researcher herself. In collecting data, she employed observation and interviews guideline as instruments. The researcher made observations of the selected classes to find out how the *Merdeka Belajar* Curriculum was implemented in EFL Classes and conducted interviews with students and teacher to find out their perceptions of this curriculum. Researcher observed the schools that were used as research locations. Observations

were made by visiting the learning process and then analyzing whether the learning process was in accordance with the concept of the *Merdeka Belajar* Curriculum. Interviews were conducted with teacher and students in order to be able to express their perceptions in depth and orderly towards the implementation of *Merdeka Belajar* Curriculum which incidentally was held for the first time at this school. This research was conducted offline at school. This activity was carried out to get the views of educators on the implementation of the *Merdeka Belajar* Curriculum in teaching English at Vocational High Schools.

### **E. Data Analysis**

Researcher use descriptive analysis as a data analysis technique. After the researcher gets the data, all data that has been obtained will be fully transcribed. Each answer will be given a code to easily identify data. The data obtained will be analyzed descriptively to find out the implementation of the *Merdeka Belajar* Curriculum in the EFL class.

**Table 3.4 The Coding**

<b>No.</b>	<b>Code</b>	<b>Meaning</b>
1.	T1	Teacher 1
2.	S1	Student 1
3.	S2	Student 2
4.	S3	Student 3
5.	S4	Student 4
6.	S5	Student 5
7.	S6	Student 6
8.	S7	Student 7
9.	S8	Student 8
10.	S9	Student 9

The following is the procedure for data analysis techniques. The first is reading and re-reading the transcripts of observations and interviews. Researcher transcribed the observations record video in class to see how to take learning activities. The second is identify the teaching and learning process using the *Merdeka Belajar* Curriculum. The researcher identified the learning process whether in accordance with the learning achievement specified in the concept of *Merdeka Belajar* Curriculum. The third is to categorize the results of observing

learning in class. Researcher categorize learning namely at the opening of class, while teaching, and closing. The next stage categorizes the results of the transcript in accordance with the flow of learning objectives. The last step is to make conclusions.