

**ENGLISH TEACHERS' PERCEPTION ON MERDEKA
BELAJAR CURRRICULUM AT MAN 2 KOTA KEDIRI**

Presented to:

State Islamic Institute of Kediri

In Partial Fulfillment of the Requirements

For the Degree of *Sarjana* in English Language Education



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20202049

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE OF KEDIRI

2024

COVER

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THESIS

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Arranged by:

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2024

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MAN 2 KOTA KEDIRI**

I hereby declare that the thesis and the work presented within it are my own and have been generated by me as a result of my original research. It does not include any materials previously written or published by another person, except those indicated in support of an application for another degree or qualification at this or any other university or institution of higher education. Therefore, I am solely responsible for the thesis if there are any objections or claims from others.

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

Kediri, August 22th
2024



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APPROVAL PAGE

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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا ۗ

“Allah does not charge a soul except [with that within] its capacity”

(Quran ch.2 verse 286)

DEDICATION SHEET

I dedicate this thesis to:

1. I extend my deepest gratitude to Allah SWT, The Lord of the Worlds, for His mercy and blessings, which have enabled me to complete this thesis.
2. To my beloved parents, Moh. Muhaimin and Siti Masruroh: You have always been my pillars of strength. During the challenging times of my thesis work, your unwavering guidance and patience gave me the perseverance to continue. From late-night discussions to countless cups of coffee, you were always there with wisdom and love. I am incredibly fortunate to have you as my parents. Your dedication, sacrifice, and encouragement have not only guided me to complete my thesis but have also taught me the true meaning of resilience and hard work. I owe this achievement to you and will be forever grateful.
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Thank you very much and the writer realizes that this thesis is still far from perfect. Critics and suggestions are needed to make this thesis better.

Kediri, 22 August 2024

The Researcher,

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ABSTRACT

Muwaffaq, M. S. 2024. *English Teachers' Perception on Merdeka Belajar Curriculum at MAN 2 Kota Kediri*. Thesis, English Department, Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri. Advisors: (1) Drs. Agus Edi Winarto, M.Pd., M.H., (2) Annisa Aulia Saharani, MPd.

Keywords: *English teacher, Perception, Merdeka Belajar.*

The existence of this curriculum is a new challenge for educators. Teachers need to learn how to use it in learning. This new curriculum also has many pros and cons. The teacher's involvement is crucial to the learning process. It will impact students if they cannot adapt this curriculum. The purpose of this study is to find out teachers' perception about Merdeka Belajar Curriculum at MAN 2 Kota Kediri.

Data sources for this study were obtained from interview with English teacher at MAN 2 Kota Kediri. This research focuses on knowing the perception of English teacher related to Merdeka Belajar Curriculum, and to analyze the data this research uses qualitative descriptive to describe the transcript of interview. Interviews are also useful when researchers want to understand more in-depth information from respondents.

The results show that Merdeka Belajar is enhancement of previous curriculum. It is just change of term. Two of informants have lack in understanding of Criteria for school in implementing Merdeka Belajar. The teacher also felt that Merdeka Belajar is not really supporting students in the case of Athlete class which has less interest in English subject. The teacher has their own learning approach depend on the teaching model and characteristic of students. Furthermore, allocation of teaching load at MAN 2 Kota Kediri depends on vice-principal of curriculum. So, the teacher just follow it. In addition, differentiated learning is how the teacher treats students in various characteristics and different learning style. The obstacles of differentiated learning are lack of student's interest, and different characteristics. The solution to solve that is give them games in order to make them comfortable and enjoy the class. And the last is triggered question, It is same with "apperception" in previous curriculum, just change of term.

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