

**TEACHING METHODS IN THE IMPLEMENTATION
OF *KURIKULUM MERDEKA* AND THE IMPACT ON
STUDENTS' ENGAGEMENTS**

THESIS



**By:
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**POSTGRADUATE PROGRAM
STATE ISLAMIC INSTITUTE OF KEDIRI
2024**

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THESIS

In Partial Fulfillment of the Requirements for the Degree of *Magister* in English
Language Education



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2024**

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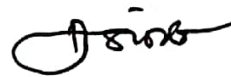
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MOTTO

People are not born perfect, perfection is our effort.

(habib Huscain Ja'far Al hadar)

DEDICATION

With deep gratitude, I dedicate this written work to:

Allah SWT for all the blessings, guidance, and strength bestowed, and to Prophet Muhammad SAW as a noble example in life.

My beloved parents, who always pray, support, and love unconditionally, as well as all family members who constantly provide encouragement and motivation throughout this academic journey.

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Thank you for every prayer, support, and invaluable solidarity. I offer this work as an expression of deep appreciation and gratitude.

DECLARATION OF AUTHENTICITY

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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 the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion on this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis of there is any objection or claim from others.

This thesis it to fulfill the requirement for the degree of *Magister* (S2) in English Education Department, State Islamic Institute of Kediri

Kediri, December 2nd, 2024

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ABSTRACT

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Keywords: *teaching methods and students' engagements*

One of the essential aspects in the implementation of the *kurikulum merdeka* is how teachers implement student-centered teaching methods according to student needs and interests. Surely, this aims to increase students' engagements in the learning process. In the context at vocational schools, students' engagement is an effort to develop student understanding comprehensively and practically. Thus, this study aims to identify the teaching methods in the *kurikulum merdeka* implemented by English teacher at SMKS YP 17-01 Lumajang and how it impacts on students' engagements in three aspects, namely behavioral, emotional and cognitive. In this implementation, this study explores how the implementation of each teaching method, the factors are considered in the implementation of the method and the strategies used by teacher in maximizing students' engagements in the learning process

To obtain data based on the research objectives above, this study utilizes qualitative research with a case study design. Data are collected through interviews with English teacher, observations of the learning process, and examination of document that guide teachers in their teaching process, namely teaching modules. The collected data are then analyzed using the methodology described by John W. Creswell, following the steps of preparing and organizing the data for analysis, exploring and coding the data, coding to build descriptions and themes, representing and reporting qualitative findings, and interpreting the findings.

The research findings indicate that the teacher implements three teaching methods: project-based method, simulation method, and discussion method. This study reveals that the learning activities presented by the teacher have impact on students' behavioral engagement, such as their involvement in practical assignments, participation in discussion sessions, and interactions fostered by teachers through questions posed to students. Throughout the learning process, various activities presented by teachers are related to the taught material and real-life situations. Undoubtedly, it is engaged on students' emotional engagement. The emotional engagement is reflected in students' enthusiasm in participating in relevant learning processes aligned with their interests and needs. Subsequently, in terms of cognitive engagement, students' understanding of the material is identified through their independent efforts to seek out material sources, answering quizzes from the teacher by appointment or voluntarily and apply it to assigned tasks. Meanwhile, the teacher employs strategies such as directing passive students and fostering interactive and collaborative communication. Research findings indicate that practical, interactive, collaborative, and relevant learning activities aligned with students' interests and needs positively impact students' engagements. Therefore, it is expected that teachers can design active learning activities and facilitate students in applying material to real-life situations to encourage active participation in the learning process

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At last, the author realizes that this thesis still is 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. and May Allah SWT blesses them all, *Amiin*.

Kediri, December 2nd, 2024

The Researcher

Halimatus Sa'adah
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