

APPENDICES

1. Documentation The Author Collects Data Through Observation and Interviews



Image 1: Interview with AdhiKhaqul, & Wildan



Image 2: Interview with Nafisya



Image 3: Interview with A'liyah



Image 4: Interview with Hellen



Image 5: Interview with Risma



Image 6: Interview with Meisya



Image 7: Interview with Syifa



Image 8: Interview with Aqsha



Image 9: Interview with Isnanda



Image 10: Interview with Azkal



Image 11: Interview with Akmal



Image 12: Interview with Ayu



Image 13: Interview with Ayuna

2. Interview Results from 15 Students of English Department 8th Semester

INTERVIEW SHEET

Data Respondent

Name : Meisya

NIM : 21202048

Prodi : Tadris Bahasa Inggris

Semester : 8

A. Knowledge

1. Is the implementation of the teaching assistance Merdeka Curriculum program is known to all English Education Study Programs? Yes, I knew the teaching assistance Merdeka Curriculum program.
2. What is the level of knowledge of English Education students regarding the teaching assistance Merdeka Curriculum? I know the teaching assistant program well because I got some information from friends and information from the faculty.
3. What is the level of knowledge of English Education students regarding the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities? With the provision of teaching assistance in class before the internship, it made me more knowledgeable in completing teaching assistance tasks. The lecturer can explain the procedures, techniques and tasks of teaching assistance well. This

activity also made me aware of the teaching assistance Merdeka Curriculum program before I implemented this program at school.

B. Ability

4. What is the ability of English Education students to understand the procedures for implementing teaching assistance Merdeka Curriculum? I think I could understand the procedure of teaching assistance Merdeka Curriculum well.
5. What is the ability of English Education students to design and implement teaching assistance with appropriate techniques? With the provision of teaching assistance in class before the internship, it made me more knowledgeable in completing teaching assistance tasks. The lecturer can explain the procedures, techniques and tasks of teaching assistance well. This activity also made me aware of the teaching assistance Merdeka Curriculum program before I implemented this program at school.
6. What is the ability of English Education students to adapt to the school environment and collaborate with supervising teachers and school staff in teaching assistance activities? I was able to adapt to the school easily because the supervising teachers and staff were very welcoming to the teaching assistant students. The teachers and staff welcomed me and my friends well. This allowed me and the supervising teachers to work well together to design learning at school, exchange ideas, and complete the necessary teaching assistant tasks. The teachers and staff were also very friendly. I felt comfortable there.

C. Practice

7. Is the implementation of the English Education study program teaching assistance appropriate? Yes it is.
8. Are the teaching assistance activities of the English Education study program running optimally? I think yes.
9. Are there any challenges in implementing the teaching assistance Merdeka Curriculum? I got a challenge in implementing teaching assistance in school. I got some additional assignments and my supevising teacher asked me to create a teaching module for 2 semesters even though the student's assignment was only to create 3 teaching modules in the teaching assistance program and teach in class 6 times.

INTERVIEW SHEET

Data Respondent

Name : Ayu

NIM : 21202101

Prodi : Tadris Bahasa Inggris

Semester : 8

A. Knowledge

1. Is the implementation of the teaching assistance Merdeka Curriculum program is known to all English Education Study Programs? Yes, I knew the teaching assistance Merdeka Curriculum program.
2. What is the level of knowledge of English Education students regarding the teaching assistance Merdeka Curriculum? I knew the program because the campus provided knowledge about the teaching assistance Merdeka Curriculum program during college students such as in the micro teaching course.
3. What is the level of knowledge of English Education students regarding the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities? I only understood some of them. I was still confused about why the lecturer conveyed in the teaching assistance briefing. I increased my knowledge of teaching assistance Merdeka Curriculum by learning from the experiences of my friends who had become

honorary teachers at school. I also studied independently about the procedures, techniques, and tasks of teaching assistance via the internet.

B. Ability

4. What is the ability of English Education students to understand the procedures for implementing teaching assistance Merdeka Curriculum? The procedures, techniques, and tasks of teaching assistance. I only understood some of them. I was still confused about why the lecturer conveyed in the teaching assistance briefing. I increased my knowledge of teaching assistance Merdeka Curriculum by learning from the experiences of my friends who had become honorary teachers at school. I also studied independently about the procedures, techniques, and tasks of teaching assistance via the internet.
5. What is the ability of English Education students to design and implement teaching assistance with appropriate techniques? The procedures, techniques, and tasks of teaching assistance. I only understood some of them. I was still confused about why the lecturer conveyed in the teaching assistance briefing. I increased my knowledge of teaching assistance Merdeka Curriculum by learning from the experiences of my friends who had become honorary teachers at school. I also studied independently about the procedures, techniques, and tasks of teaching assistance via the internet.
6. What is the ability of English Education students to adapt to the school environment and collaborate with supervising teachers and school staff in teaching assistance activities? Actually, when I adapt to someone new at school such as teachers, students, staff, it can be easier. I can adapt there but have

difficulty depending on the person we are talking to. If the person greets us well, we can also accept them well. Sometimes we need to spend more energy to look happier in front of the teachers and school staff, which is my extra effort. But if the teachers and staff can understand and comprehend us, then we have no difficulty adapting to the school environment.

C. Practice

7. Is the implementation of the English Education study program teaching assistance appropriate? Yes, it is.
8. Are the teaching assistance activities of the English Education study program running optimally? I think yes.
9. Are there any challenges in implementing the teaching assistance Merdeka Curriculum? I had some challenges when implementing the teaching assistant Merdeka Curriculum program at school. The challenges are I experienced included; some teachers asked me to teach in an empty class. Which means I have to attend classes other than English. This made it difficult for me because it was beyond my skills. In addition, some teachers were not happy with the presence of teaching assistant students. They asked me and my friends to be on duty guarding certain places in the school. I think the teaching assistant tasks are very many but I could complete the tasks according to the technicalities well.

INTERVIEW SHEET

Data Respondent

Name : A'liyah

NIM : 21202013

Prodi : Tadris Bahasa Inggris

Semester : 8

A. Knowledge

1. Is the implementation of the teaching assistance Merdeka Curriculum program is known to all English Education Study Programs? Yes, I knew the teaching assistance Merdeka Curriculum program.
2. What is the level of knowledge of English Education students regarding the teaching assistance Merdeka Curriculum? In my experience, I knew the teaching assistant Merdeka Curriculum program. I knew this program through some information that I got such as in the previous semester courses, guidebooks, and from conversations with lecturers.
3. What is the level of knowledge of English Education students regarding the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities? I knew the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities.

B. Ability

4. What is the ability of English Education students to understand the procedures for implementing teaching assistance Merdeka Curriculum? I think I can understand the procedures, techniques and tasks of teaching assistants well because students have been given briefings on campus before the implementation of teaching assistants in schools.
5. What is the ability of English Education students to design and implement teaching assistance with appropriate techniques? One of the courses that I had difficulty understanding because the lecturer conveyed the briefing of the teaching assistant Merdeka Curriculum program was incomplete and when the teaching assistant program was implemented in schools there were some changes in procedures and techniques for tasks but I was still able to overcome this.
6. What is the ability of English Education students to adapt to the school environment and collaborate with supervising teachers and school staff in teaching assistance activities? My experience in adapting to the school environment was very good. My friends and I were also able to relate well with the teachers and staff. The teachers and staff accepted us at school. I was able to communicate well with the supervising teacher which made it easier for me to design learning at school and complete my teaching assistant assignments smoothly. I encountered obstacles when I was at school, namely the school facilities were inadequate. I and the teaching assistant students did not get a

room at one point. We had difficulty doing assignments and designing learning there.

C. Practice

7. Is the implementation of the English Education study program teaching assistance appropriate? Yes, it is.
8. Are the teaching assistance activities of the English Education study program running optimally? I think yes.
9. Are there any challenges in implementing the teaching assistance Merdeka Curriculum? Every student must have challenges in implementing teaching assistance Merdeka Curriculum at school, both related to procedures and technicalities. Based on my experience, students should teach 6 meetings starting from April or the last 2 months of the teaching assistance program. At that time, I got a tutor for grade 12. Grade 12 students did not have effective learning in April because they had finished their final exams. Finally, the tutor gave me time to teach in the first week after the opening starting from February.

INTERVIEW SHEET

Data Respondent

Name : Isnanda
 NIM : 21202029
 Prodi : Tadris Bahasa Inggris
 Semester : 8

A. Knowledge

1. Is the implementation of the teaching assistance Merdeka Curriculum program is known to all English Education Study Programs? Yes, I knew the teaching assistance Merdeka Curriculum program.
2. What is the level of knowledge of English Education students regarding the teaching assistance Merdeka Curriculum? Regarding the teaching assistance Merdeka Curriculum program, I found out through several sources, there are the lecturer delivered this program in class in the previous semester. In addition, I also got information about teaching assistance Merdeka Curriculum through academic information from the Faculty of Education.
3. What is the level of knowledge of English Education students regarding the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities? I knew the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities.

B. Ability

4. What is the ability of English Education students to understand the procedures for implementing teaching assistance Merdeka Curriculum? I feel that I have the ability to implement teaching assistance in schools because the campus provides training related to the teaching assistance program.
5. What is the ability of English Education students to design and implement teaching assistance with appropriate techniques? Actually, I had difficulty understanding the procedures and techniques, namely in the Education assessment and curriculum analysis courses. This happened because the lecturers of the courses rarely cross-checked and when the lecturers were briefing, they were not present. This made students confused about the teaching assistance tasks. At that time, I often asked other classmates to get information and could do the teaching assistance tasks according to the technicalities.
6. What is the ability of English Education students to adapt to the school environment and collaborate with supervising teachers and school staff in teaching assistance activities? As far as I have implemented the teaching assistant program at school, all the teachers and staff are good. They can accept students well and we have no problems when adapting and collaborating. I feel comfortable because I can always exchange information with the supervising teacher regarding the teaching assistant Merdeka Curriculum program. The supervising teacher also gives me direction to carry out learning in class well.

C. Practice

7. Is the implementation of the English Education study program teaching assistance appropriate? Yes, it is.
8. Are the teaching assistance activities of the English Education study program running optimally? I think yes.
9. Are there any challenges in implementing the teaching assistance Merdeka Curriculum? There were no obstacles that I experienced when implementing teaching assistance at school. Everything was in accordance with the procedures and techniques. The supervising teacher understood and followed the techniques that had been conveyed. The teacher was also able to fulfill what students needed in teaching assistance activities.

INTERVIEW SHEET

Data Respondent

Name : Syifa
 NIM : 21202046
 Prodi : Tadris Bahasa Inggris
 Semester : 8

A. Knowledge

1. Is the implementation of the teaching assistance Merdeka Curriculum program is known to all English Education Study Programs? Yes, I knew the teaching assistance Merdeka Curriculum program.
2. What is the level of knowledge of English Education students regarding the teaching assistance Merdeka Curriculum? In my experience, I can find out about the teaching assistant Merdeka Curriculum program through the lecturer. The lecturer conveyed a little about the teaching assistant Merdeka Curriculum program in the previous semester. I also got information about teaching assistants through information from the faculty of education and when attending teaching assistant briefings on campus.
3. What is the level of knowledge of English Education students regarding the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities? I knew the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities.

B. Ability

4. What is the ability of English Education students to understand the procedures for implementing teaching assistance Merdeka Curriculum? I was confused about how to do teaching assistant tasks according to procedures and techniques. Finally, I often asked my friends about teaching assistant tasks.
5. What is the ability of English Education students to design and implement teaching assistance with appropriate techniques? Some lecturers who delivered the material were not clear in the teaching assistant program briefings such as in the curriculum analysis, teaching material development, and school program development courses. Honestly, this made me confused about completing the assignments. I was confused about how to do teaching assistant tasks according to procedures and techniques. Finally, I often asked my friends about teaching assistant tasks.
6. What is the ability of English Education students to adapt to the school environment and collaborate with supervising teachers and school staff in teaching assistance activities? As a student, I could adapt to the school environment. I did not have any problems adapting because the teachers and school staff were able to accept the arrival of teaching assistant students. We were also treated well while at school. This made it easy for me to communicate with teachers, mentor teachers, and school staff. We were also able to work well together from the beginning of the teaching assistant Merdeka Curriculum program until the end of the program.

C. Practice

7. Is the implementation of the English Education study program teaching assistance appropriate? Yes, it is.
8. Are the teaching assistance activities of the English Education study program running optimally? I think yes.
9. Are there any challenges in implementing the teaching assistance Merdeka Curriculum? Some challenges that I got according to my experience. The challenge came from the school itself. Which is the technical teaching assistance from the campus, namely students teach in class for 6 meetings. Because there are many events at school including; P5 activities, competitions and coincided with the school anniversary at that time made learning time in class ineffective. Other activities such as superior class tests and class 9 exams where students were asked by the teacher to participate as exam committees. Because of these activities I only taught 4 meetings in class. I feel less to get data and information as a teaching assistance tasks.

INTERVIEW SHEET

Data Respondent

Name : Ayuna

NIM : 21202072

Prodi : Tadris Bahasa Inggris

Semester : 8

A. Knowledge

1. Is the implementation of the teaching assistance Merdeka Curriculum program is known to all English Education Study Programs? Yes, I knew the teaching assistance Merdeka Curriculum program.
2. What is the level of knowledge of English Education students regarding the teaching assistance Merdeka Curriculum? I already knew about the teaching assistance program before I entered semester 6. I got information through the information from the Faculty of Education and several lecturers who delivered the teaching assistant program. Before the teaching assistance Merdeka Curriculum program was implemented, my friends and I received a briefing from the campus.
3. What is the level of knowledge of English Education students regarding the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities? I knew the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities.

B. Ability

4. What is the ability of English Education students to understand the procedures for implementing teaching assistance Merdeka Curriculum? I understood the procedures and technicalities of teaching assistantship because the lecturer could explain the procedures, technicalities, and tasks in detail.
5. What is the ability of English Education students to design and implement teaching assistance with appropriate techniques? Some of my friends felt they did not understand. The reason they had difficulty understanding was because the lecturer delivered the teaching assistant briefing too quickly and lacked detail for each task. For example, regarding the format of daily activities and others. This was not a problem for me. I could understand and follow the procedures and technicalities of teaching assistantship well through the briefing program on campus.
6. What is the ability of English Education students to adapt to the school environment and collaborate with supervising teachers and school staff in teaching assistance activities? I could adapt to the school environment well. The teachers and staff at the school are very open and supportive. I can also work together with the supervising teacher and always discuss teaching materials and how to teach effectively. When I first came to school, I faced challenges such as having to understand the school culture and I had to try to adjust to the activities at school. I was able to adapt and I was able to carry out my duties smoothly after a few days.

C. Practice

7. Is the implementation of the English Education study program teaching assistance appropriate? Yes, it is.
8. Are the teaching assistance activities of the English Education study program running optimally? I think yes.
9. Are there any challenges in implementing the teaching assistance Merdeka Curriculum? During my teaching assistance activities, I have experienced several technical challenges. For example, I was asked by the supervising teacher to teach in another class. I did not teach more than 1 class. I only got 1 class. But I was often asked to accompany many classes such as when the daily exam for informatics subjects was at that time. I did not have any problems related to the teaching module. Although there were several challenges, I was able to overcome them by discussing with the supervising teacher.

INTERVIEW SHEET

Data Respondent

Name : Hellen

NIM : 21202126

Prodi : Tadris Bahasa Inggris

Semester : 8

A. Knowledge

1. Is the implementation of the teaching assistance Merdeka Curriculum program is known to all English Education Study Programs? Yes, I knew the teaching assistance Merdeka Curriculum program.
2. What is the level of knowledge of English Education students regarding the teaching assistance Merdeka Curriculum? My experience in the teaching assistant Merdeka Curriculum program is that I first learned about the teaching assistant Merdeka Curriculum program through some information. I learned about this program through information from the WhatsApp group of the Faculty of Education. I also learned about the teaching assistant program through lecturers and during the teaching assistant briefing on campus.
3. What is the level of knowledge of English Education students regarding the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities? I knew the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities.

B. Ability

4. What is the ability of English Education students to understand the procedures for implementing teaching assistance Merdeka Curriculum? Sometimes theory and practice in the field are different. I need to ask seniors or friends who are implementing teaching assistants at other schools. After getting some information about the teaching assistant program, I feel more prepared and able to implement teaching assistants at school.
5. What is the ability of English Education students to design and implement teaching assistance with appropriate techniques? Before the teaching assistant activity at school, I had received briefings on procedures, techniques, and tasks from the lecturers on campus. The procedures and techniques of the teaching assistant program are written in the complete teaching assistant guidebook. But sometimes theory and practice in the field are different. I need to ask seniors or friends who are implementing teaching assistants at other schools. After getting some information about the teaching assistant program, I feel more prepared and able to implement teaching assistants at school.
6. What is the ability of English Education students to adapt to the school environment and collaborate with supervising teachers and school staff in teaching assistance activities? I adapted very easily at the school. I was very happy because I was accepted by the teachers and school staff. They welcomed us well from the beginning to the end of the program. I was given clear tasks by the school, such as I got a duty schedule to welcome students and teachers in front of the school and I got an attendance schedule to check each class

whether the teacher was present in the lesson or not. I was able to relate well to the supervising teacher and school staff. This allowed me to ask them many things related to the learning system at the school, the school environment, and the design of learning in the classroom. I was well received by the teachers and school staff. My friends and I were invited by the teachers and staff to participate in various activities intensively such as seminars, meetings, flag ceremonies and other events. This made us feel very close but we still had boundaries between the teaching assistant students and the teachers there.

C. Practice

7. Is the implementation of the English Education study program teaching assistance appropriate? Yes, it is
8. Are the teaching assistance activities of the English Education study program running optimally? I think yes
9. Are there any challenges in implementing the teaching assistance Merdeka Curriculum? I think everyone must have challenges in the teaching assistance Merdeka Curriculum program. Like my experience, we were not provided with a permanent place by the school to work on assignments from campus and create learning plans. This happened because the room facilities were inadequate. The implementation of teaching assistance in schools is in accordance with procedures and technicalities. Which there are no challenges from the school or students.

INTERVIEW SHEET

Data Respondent

Name : Risma

NIM : 21202131

Prodi : Tadris Bahasa Inggris

Semester : 8

A. Knowledge

1. Is the implementation of the teaching assistance Merdeka Curriculum program is known to all English Education Study Programs? Yes, I knew the teaching assistance Merdeka Curriculum program.
2. What is the level of knowledge of English Education students regarding the teaching assistance Merdeka Curriculum? I think all English Education students know about the teaching assistance Merdeka Curriculum program. I learned about the teaching assistance program through information from the Faculty of Education. I also learned about the teaching assistant program through lecturers and this program was explained by the lecturers in the teaching assistance briefing on campus.
3. What is the level of knowledge of English Education students regarding the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities? I knew the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities.

B. Ability

4. What is the ability of English Education students to understand the procedures for implementing teaching assistance Merdeka Curriculum? I understood because during the briefing, the lecturers explained well, such as the explanation of the teaching assistant tasks.
5. What is the ability of English Education students to design and implement teaching assistance with appropriate techniques? During the briefing, the lecturers explained well, such as the explanation of the teaching assistant tasks. The lecturers explained the procedures and techniques in detail according to the guidebook. This made it easy for me to understand the procedures and techniques of teaching assistance activities. I feel capable of implementing teaching assistance Merdeka Curriculum after receiving briefing on campus.
6. What is the ability of English Education students to adapt to the school environment and collaborate with supervising teachers and school staff in teaching assistance activities? I also could adapt to the school environment. Teachers and staff can accept teaching assistance students well. I felt very lucky at that time. My friends and I got positive things when implementing teaching assistantships at school. I can also work together with the supervising teacher. The supervising teacher gave me facilities to discuss making good learning designs. I could contact the supervising teacher easily both via WhatsApp and meet in person.

C. Practice

7. Is the implementation of the English Education study program teaching assistance appropriate? Yes, it is.
8. Are the teaching assistance activities of the English Education study program running optimally? I think yes.
9. Are there any challenges in implementing the teaching assistance Merdeka Curriculum? One of the technicalities of the teaching assistance program is that students teach in class, which is 6 meetings. The challenge I experienced was that I could not hold 1 meeting in class because of many school activities and many holidays. This causes learning in class to be less than optimal and less effective. Which problem is a challenge in implementing teaching assistance in schools.

INTERVIEW SHEET

Data Respondent

Name : Azkal

NIM : 21202119

Prodi : Tadris Bahasa Inggris

Semester : 8

A. Knowledge

1. Is the implementation of the teaching assistance Merdeka Curriculum program is known to all English Education Study Programs? Yes, I knew the teaching assistance Merdeka Curriculum program.
2. What is the level of knowledge of English Education students regarding the teaching assistance Merdeka Curriculum? I learned about the teaching assistance Merdeka Curriculum program from the faculty information. In addition, I also got information from the lecturer when I took the micro teaching class. I also got information about teaching assistance Merdeka Curriculum during the briefing on campus.
3. What is the level of knowledge of English Education students regarding the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities? I understood regarding the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities.

B. Ability

4. What is the ability of English Education students to understand the procedures for implementing teaching assistance Merdeka Curriculum? I feel that some things are still unclear, for example the technical aspects of creating teaching modules because not all lecturers provide examples of appropriate teaching modules. This makes me confused and I have to look for my own references.
5. What is the ability of English Education students to design and implement teaching assistance with appropriate techniques? In my opinion, the briefing on the teaching assistance program on campus was very clear. During the briefing, the lecturer explained the students' tasks in the teaching assistance program, such as teaching 6 meetings, creating 3 teaching modules, and creating worksheets. I feel that some things are still unclear, for example the technical aspects of creating teaching modules because not all lecturers provide examples of appropriate teaching modules. This makes me confused and I have to look for my own references. I keep trying to understand the procedures and technical aspects of the teaching assistance Merdeka Curriculum program until I feel able to implement teaching assistance Merdeka Curriculum well.
6. What is the ability of English Education students to adapt to the school environment and collaborate with supervising teachers and school staff in teaching assistance activities? I was nervous and confused at first. This happened because teaching assistance Merdeka Curriculum was a new program for me. Even so, I was able to adapt at school. The supervising teacher and school staff accepted me well. I also tried to actively communicate with the

teachers at school. I also tried to help with activities at school. My adaptation process went smoothly. I had to adjust to the environment at school. The reason is because the atmosphere on campus and at school is very different.

C. Practice

7. Is the implementation of the English Education study program teaching assistance appropriate? Yes, it is
8. Are the teaching assistance activities of the English Education study program running optimally? I think yes
9. Are there any challenges in implementing the teaching assistance Merdeka Curriculum? Some challenges I experienced when implementing teaching assistance Merdeka Curriculum at school. These challenges include the inconsistency of teaching assistance procedures and techniques. I was asked by the supervising teacher to teach more than six times in class. The reason the supervising teacher asked me to teach more than 6 meetings was because of the schedule because the supervising teacher had a busy schedule. Another challenge was that I was also asked by the teacher to help in classes other than English, such as accompanying learning in Civics subjects. I felt tired but I considered it all part of the experience. Although I faced several challenges when implementing teaching assistance at school, I still tried to focus on completing the main tasks of teaching assistance Merdeka Curriculum according to campus regulations.

INTERVIEW SHEET

Data Respondent

Name : Akmal

NIM : 21202027

Prodi : Tadris Bahasa Inggris

Semester : 8

A. Knowledge

1. Is the implementation of the teaching assistance Merdeka Curriculum program is known to all English Education Study Programs? Yes, I knew the teaching assistance Merdeka Curriculum program.

2. What is the level of knowledge of English Education students regarding the teaching assistance Merdeka Curriculum? In my opinion, the implementation of the teaching assistance Merdeka Curriculum program could be known by me and English Education students. The teaching assistance program can also be known by all students of the Faculty of Education. I learned about the teaching assistance Merdeka Curriculum program through several pieces of information such as information from the Faculty of Education, lecturers who provide information on teaching assistance during classroom learning, and during teaching assistance briefings on campus. The campus provides briefings to English Education students before students implement the teaching assistance program at school.

3. What is the level of knowledge of English Education students regarding the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities? I could understand the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities.

B. Ability

4. What is the ability of English Education students to understand the procedures for implementing teaching assistance Merdeka Curriculum? I understand the procedures and technicalities of teaching assistance well. The lecturer explains the procedures and technicalities of teaching assistance to students in detail.
5. What is the ability of English Education students to design and implement teaching assistance with appropriate techniques? The campus provides briefings to English Education students before students implement the teaching assistance program at school. I understand the procedures and technicalities of teaching assistance well. The lecturer explains the procedures and technicalities of teaching assistance to students in detail. The lecturer follows the technicalities given by the head of micro teaching. Students are also given a teaching assistance guidebook. With some information provided by the campus to students, this makes me feel ready and able to implement the teaching assistance program at school. I think the information provided is very detailed and easy to understand. This makes it easy for me to complete teaching assistance tasks.

6. What is the ability of English Education students to adapt to the school environment and collaborate with supervising teachers and school staff in teaching assistance activities? I personally could adapt well to the school environment. Less than 2 weeks, I and the teaching assistant students already understand what we have to do to fulfill our tasks while implementing the teaching assistance Merdeka Curriculum program. I can also collaborate with teachers and staff at school. They welcome me and my friends well. This allows us to get to know each other and exchange information with the teachers. The supervising teacher also helps me give directions to complete the teaching assistant tasks. The supervising teacher and I also exchange information about knowledge about implementing teaching assistance.

C. Practice

7. Is the implementation of the English Education study program teaching assistance appropriate? Yes, it is.
8. Are the teaching assistance activities of the English Education study program running optimally? I think yes.
9. Are there any challenges in implementing the teaching assistance Merdeka Curriculum? Some challenges in implementing teaching assistance Merdeka Curriculum such as students must attend briefing activities which are carried out on campus holidays. These briefing activities are carried out by the campus and students outside of the usual lecture learning hours. In my opinion, the technical implementation of teaching assistance is also not good, such as sudden report collection. However, I can overcome this by exchanging

information with other students about procedures, techniques, and the collection of appropriate teaching assistance tasks. Another challenge is the teaching assistance Merdeka Curriculum program and the proposal course are at the same time. This makes my focus divided. Because in addition to carrying out teaching assistance activities, I also have to think about completing the proposal.

INTERVIEW SHEET

Data Respondent

Name : Adhi

NIM : 21202053

Prodi : Tadris Bahasa Inggris

Semester : 8

A. Knowledge

1. Is the implementation of the teaching assistance Merdeka Curriculum program is known to all English Education Study Programs? Yes, I knew the teaching assistance Merdeka Curriculum program.
2. What is the level of knowledge of English Education students regarding the teaching assistance Merdeka Curriculum? Based on my personal experience, I have known about the teaching assistance Merdeka Curriculum program through various sources of information, such as faculty information, courses in the previous semester, guidebooks, and information from lecturers.
3. What is the level of knowledge of English Education students regarding the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities? I could understand the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities.

B. Ability

4. What is the ability of English Education students to understand the procedures for implementing teaching assistance Merdeka Curriculum? I feel that I understand the procedures, techniques, and tasks in this program because I have received adequate preparation on campus before I implemented teaching assistantship at school.
5. What is the ability of English Education students to design and implement teaching assistance with appropriate techniques? I feel that I understand the procedures, techniques, and tasks in this program because I have received adequate preparation on campus before I implemented teaching assistantship at school. However, I experienced some difficulties in understanding one of the teaching assistance tasks because the delivery of material by the lecturer was incomplete. This made me seek information from friends. In addition, when the teaching assistant program was implemented at school, there were several changes in the procedures and techniques of teaching assistant tasks that were not previously informed. Nevertheless, I managed to adapt and overcome these challenges.
6. What is the ability of English Education students to adapt to the school environment and collaborate with supervising teachers and school staff in teaching assistance activities? I could adapt and adjust easily in the school environment. My friends and I were welcomed by the teachers and staff. The supervising teachers are very open to students. They welcomed me and my colleagues well, this created a solid cooperation between me and the

supervising teachers in designing learning, exchanging ideas, and completing various teaching assistance tasks. The friendliness of the teachers and staff made me feel comfortable during the program at school.

C. Practice

7. Is the implementation of the English Education study program teaching assistance appropriate? Yes, it is.
8. Are the teaching assistance activities of the English Education study program running optimally? I think yes.
9. Are there any challenges in implementing the teaching assistance Merdeka Curriculum? During the implementation of teaching assistance Merdeka Curriculum at school, I faced several challenges, especially related to the inconsistency between the procedures and technicalities of teaching assistance that had been set with the reality in the field. One example is a request from the supervising teacher which made me teach more than six times in class. This was due to the supervising teacher being busy. In addition, I was also asked to help in other classes outside of English, such as assisting in learning in other subjects. Although these conditions were quite tiring, I considered them as part of the learning process and valuable experience. Despite facing various challenges, I still tried to focus on completing the main task of teaching assistance in accordance with the provisions set by the campus.

INTERVIEW SHEET

Data Respondent

Name : Nafisyah

NIM : 21202152

Prodi : Tadris Bahasa Inggris

Semester : 8

A. Knowledge

1. Is the implementation of the teaching assistance Merdeka Curriculum program is known to all English Education Study Programs? Yes, I knew the teaching assistance Merdeka Curriculum program.
2. What is the level of knowledge of English Education students regarding the teaching assistance Merdeka Curriculum? On the first, I learned about the teaching assistance Merdeka Curriculum program through various sources of information, such as information from the Faculty of Education, explanations from lecturers, and briefing sessions held on campus.
3. What is the level of knowledge of English Education students regarding the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities? I could understand the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities.

B. Ability

4. What is the ability of English Education students to understand the procedures for implementing teaching assistance Merdeka Curriculum? I had received briefings on the procedures, techniques, and tasks that had to be carried out, which were listed in full in the teaching assistance guidebook.
5. What is the ability of English Education students to design and implement teaching assistance with appropriate techniques? Before carrying out activities at school, I had received briefings on the procedures, techniques, and tasks that had to be carried out, which were listed in full in the teaching assistance guidebook. I realized that there were several differences between the theory learned and practice in the field. To overcome this, I discussed it with friends who were running teaching assistance at other schools. After obtaining various additional information, I felt more prepared and confident in implementing the teaching assistance program at school.
6. What is the ability of English Education students to adapt to the school environment and collaborate with supervising teachers and school staff in teaching assistance activities? I managed to adjust and adapt to the school environment. My friends and I were welcomed by the teachers and staff. Which they accepted the teaching assistance students well. I think this has a positive impact on the implementation of teaching assistance Merdeka Curriculum in this school. The cooperation between me and the supervising teacher can be established well, especially in designing effective learning and exchanging information on the teaching assistance program. The supervising teacher

provides adequate facilities for discussion so that coordination and implementation of teaching assistance tasks are easy to implement.

C. Practice

7. Is the implementation of the English Education study program teaching assistance appropriate? Yes, it is.
8. Are the teaching assistance activities of the English Education study program running optimally? I think yes.
9. Are there any challenges in implementing the teaching assistance Merdeka Curriculum? During my teaching assistantship at school, I have faced several challenges in terms of procedures and technical aspects. One of these challenges was that the supervising teacher asked me to teach in another class outside of English, which is not my main field. This is certainly outside the procedures and technicalities of teaching assistantship. However, I still tried to carry out the task as well as possible as part of the learning process and as an experience. On the other hand, I did not encounter any difficulties in terms of teaching modules, because I had prepared the material well according to the training I had received from the campus. The teaching modules I used remained relevant and could be adjusted to the learning conditions in the classroom. Overall, although there were several technical obstacles during the implementation of teaching assistance, I was able to adapt and complete them well. This allowed the entire series of teaching assistance Merdeka Curriculum activities to run smoothly.

INTERVIEW SHEET

Data Respondent

Name : Aqsha

NIM : 21202026

Prodi : Tadris Bahasa Inggris

Semester : 8

A. Knowledge

1. Is the implementation of the teaching assistance Merdeka Curriculum program is known to all English Education Study Programs? Yes, I knew the teaching assistance Merdeka Curriculum program.
2. What is the level of knowledge of English Education students regarding the teaching assistance Merdeka Curriculum? In the early stages, I began to learn about the teaching assistance Merdeka Curriculum program through various available information channels. One of them is the official announcement published by the Faculty of Education. In addition, lecturers also provide explanations during class meetings.
3. What is the level of knowledge of English Education students regarding the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities? I could understand the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities.

B. Ability

4. What is the ability of English Education students to understand the procedures for implementing teaching assistance Merdeka Curriculum? I feel that I already understand the procedures and techniques of teaching assistance.
5. What is the ability of English Education students to design and implement teaching assistance with appropriate techniques? Before teaching assistance Merdeka Curriculum were implemented in the school environment, I attended a briefing session on the teaching assistance program on campus. In that session, we were provided with basic knowledge about the procedures and techniques of teaching assistance. The briefing also provided a complete description of the tasks that would be the responsibility during the teaching assistance period. Actually, all of this information has been arranged in detail in the teaching assistance handbook, so in theory I feel that I already understand the procedures and techniques of teaching assistance.
6. What is the ability of English Education students to adapt to the school environment and collaborate with supervising teachers and school staff in teaching assistance activities? Actually, I was confused and nervous when I first arrived at school. I assumed that there were differences in habits between school and campus. After I met the teachers, they were very friendly. This situation made me feel that the adaptation process at school was very easy. I was able to adapt to school quickly. This happened because of the role of the supervising teacher and all school staff who welcomed us very well. My friends and I were greeted with a friendly attitude from the beginning when we arrived

at school. Which situation can create a conducive atmosphere for learning and collaboration.

C. Practice

7. Is the implementation of the English Education study program teaching assistance appropriate? Yes, it is.
8. Are the teaching assistance activities of the English Education study program running optimally? I think yes.
9. Are there any challenges in implementing the teaching assistance Merdeka Curriculum? I faced quite complex challenges in the school environment. One of the main obstacles is the limitation in utilizing technology as a learning media. The school policy that prohibits students from bringing smartphones which it makes impossible for me to optimally integrate technology-based learning into the teaching assistance program. In fact, the use of technology can increase the interactivity and effectiveness of the teaching and learning process. I have to create student worksheets manually. I also have to print student worksheets which costs me money. I am also confused about compiling teaching modules. The procedures and formats for compiling teaching modules that often change make it difficult for me to complete them.

INTERVIEW SHEET

Data Respondent

Name : Khaqul

NIM : 21202129

Prodi : Tadris Bahasa Inggris

Semester : 8

A. Knowledge

1. Is the implementation of the teaching assistance Merdeka Curriculum program is known to all English Education Study Programs? Yes, I knew the teaching assistance Merdeka Curriculum program.
2. What is the level of knowledge of English Education students regarding the teaching assistance Merdeka Curriculum? I could find out about the teaching assistance Merdeka Curriculum program through various sources of information available in the academic environment. One of the main pieces of information comes from the official announcement delivered by the Faculty of Education. I also got information about the teaching assistance Merdeka Curriculum program through friends on campus.
3. What is the level of knowledge of English Education students regarding the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities? I could understand the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities.

B. Ability

4. What is the ability of English Education students to understand the procedures for implementing teaching assistance Merdeka Curriculum? I can learn the procedures and techniques of teaching assistance.
5. What is the ability of English Education students to design and implement teaching assistance with appropriate techniques? Before I implemented the teaching assistance program at school, the campus provided a teaching assistant briefing activity. This activity is designed for students as a guideline. Which with this activity I can learn the procedures and techniques of teaching assistance. However, I also got some unclear instructions from the lecturer. I looked for a solution by discussing and asking friends about the procedures and techniques of teaching assistance according to the guidelines. By following some of the initial steps of the teaching assistance program such as briefing on campus, I feel able to implement teaching assistance at school.
6. What is the ability of English Education students to adapt to the school environment and collaborate with supervising teachers and school staff in teaching assistance activities? I felt the process of adapting to school was very easy even though I felt confused about what I should do when implementing teaching assistance at school. I could adapt to the school environment and I can collaborate with the teachers there. At this moment I have to adjust to the school environment because the situation there and on campus are very different such as the learning flow, attitudes, habits of students and teachers, and others. The mentor teacher who was chosen to guide me in implementing teaching

assistance is very good. I and the mentor teacher can work together to design teaching materials, exchange information and teaching experiences.

C. Practice

7. Is the implementation of the English Education study program teaching assistance appropriate? Yes, it is.
8. Are the teaching assistance activities of the English Education study program running optimally? I think yes.
9. Are there any challenges in implementing the teaching assistance Merdeka Curriculum? All students must have challenges when they were implementing a teaching assistance Merdeka Curriculum program. I have various challenges, including students are prohibited from bringing smartphones. Which regulation applies to all levels in this school. The school policy of prohibiting students from bringing smartphones makes it impossible for me to practice technology-based learning optimally in the teaching assistance program. In fact, the use of technology can increase the interactivity and effectiveness of the teaching and learning process and in teaching assistance. Students must be able to use technology as a learning medium. Fortunately, the school still has technological facilities such as LCD projectors. Which I could use this media in class. Another challenge in my experience is the unclear worksheets. Some lecturers blame the worksheet collection format. Which in my opinion is in accordance with the technicalities that have been given.

INTERVIEW SHEET

Data Respondent

Name : Wildan

NIM : 21202042

Prodi : Tadris Bahasa Inggris

Semester : 8

A. Knowledge

1. Is the implementation of the teaching assistance Merdeka Curriculum program is known to all English Education Study Programs? Yes, I knew the teaching assistance Merdeka Curriculum program.
2. What is the level of knowledge of English Education students regarding the teaching assistance Merdeka Curriculum? Based on my experience, I was able to find out about the teaching assistance Merdeka Curriculum program through various sources of information on campus, such as announcements from the Faculty of Education and discussions with friends.
3. What is the level of knowledge of English Education students regarding the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities? I could understood the procedures for implementing teaching assistance including planning, implementing, and evaluating learning activities.

B. Ability

4. What is the ability of English Education students to understand the procedures for implementing teaching assistance Merdeka Curriculum? Before being sent to school, I attended a briefing organized by the campus. I feel more prepared to implement teaching assistantship at school.
5. What is the ability of English Education students to design and implement teaching assistance with appropriate techniques? Before being sent to school, I attended a briefing organized by the campus. This activity helped me understand the procedures and technicalities of implementing the program. Although there were some unclear instructions from the lecturer, I got around it by discussing it with friends. By following the initial stages such as briefing, I feel more prepared to implement teaching assistantship at school.
6. What is the ability of English Education students to adapt to the school environment and collaborate with supervising teachers and school staff in teaching assistance activities? Actually, when I was adapting at school, there was a problem which was my own problem. I was late to come to school. But the teachers and staff at the school still accepted me well. I tried to interact with the supervising teacher. Which finally I and the supervising teacher could work together in the teaching assistance program. The supervising teacher also gave me a lot of knowledge about teaching in the classroom. I was also introduced to school activities, school culture, and school rules.

C. Practice

7. Is the implementation of the English Education study program teaching assistance appropriate? Yes, it is.
8. Are the teaching assistance activities of the English Education study program running optimally? I think yes.
9. Are there any challenges in implementing the teaching assistance Merdeka Curriculum? The challenges I experienced when I was implementing teaching assistance were that I was often asked by teachers to fill in for other classes. Which was not an English subject class. Another challenge was that I could not teach 6 meetings in class. This situation made me unable to fulfill the technicalities of teaching assistance where students had to teach 6 meetings in class. My opportunity to teach in class was cut short because of many activities at school, many holidays, and the final exam for grade 12 at the same time.

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CURRICULUM VITAE



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B. Educational Background

School/Institute & Period : TK Kusuma Mulia XV Badas 2007-2009
MI Al-Fatah Badas 2009-2015
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