

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the results and discussion to answer the research questions in the first chapter. This chapter describes the implementation of the Merdeka Curriculum in English teaching and identifies the problems encountered during its implementation.

A. The Objective Condition of MTs A and MTs B

In this section, the researcher presents documentary data from field findings containing an overview of the schools that are the object of this research, namely MTs A and MTs B. The following is a description of several driving schools (Sekolah Penggerak) in Kudus.

1. MTs A

Based on the documentation data that the researcher found from the data at MTs A, there are several descriptions of MTs A including the history, vision, mission, and the purpose of the school. The following are the descriptions:¹

a. History of MTs A

Madrasah Tsanawiyah A (originally named MTs A) is one of the transitional madrasahs from PGAN 6 years based on KMA No.16 of 1978 dated March 16, 1978, then since 1979 PGAN throughout Indonesia has been divided into two levels, namely PGA 3 years (high school level) and MTs 3 years (junior high school level). After going through the letter, MTs A was established with the head of the first Madrasah was: H. Sukimo AF. MTs A is located in Prambatan Kidul village, Kaliwungu District, Kudus Regency. The first Madrasah study room building in 1983 was 3 locals, in 1983 it increased to 15 locals. In 1987 it increased to 21 locales and until now there are 33 local classes. In addition, facilities and infrastructure at MTs A continue to grow, in 2013, MTs A built a boarding school with 1 building, and in 2020 built an Indoor Sports Center as an effort to improve quality in the fields of sports and arts, and in early 2021 MTs A received development assistance with a Sharia Securities (SBSN) financing scheme. The funds were used to build 2 high-rise Islamic Boarding School Dormitory buildings.

Starting in 2011, the name MTs N Kudus changed to MTs A based on Permenag RI No. 95 of 2011, dated June 1,

¹ Documentation of MTs A, July 31, 2023

2011. In developments from 1979 until now, madrasah has experienced a change of leader as Head of Madrasah, namely:

- 1) H. Sukimo (from 1979 to 1991)
- 2) Drs. Mas'adi (1991 to 1994)
- 3) Drs. H. Haryono (from 1994 to 1999)
- 4) Drs. H. Abdullah Zahid, M.Ag. (from 1999 to 2003)
- 5) Drs. H. Syafi'i (from 2003 to 2006)
- 6) Drs. H. Nur Salim (2006 to 2014)
- 7) H. Ali Musyafak, S.Ag., M.Pd.I (2014 to 2018)
- 8) H.M. Taufiq Hidayat, S.Ag., M.Pd
- 9) Hj. Rodliyah, S.Ag., M.S.I. (2023 to present)

MTs A which is located in the village of Prambatan Kidul, Kaliwungu District, Kudus Regency has a very strategic location for the learning process because it is located in an educational and residential complex that is far from the noise of road traffic. For road access to the madrasah, public transportation can be passed easily. In this complex, besides being close to MIN Kudus and MAN 2 Kudus, it is also close to SMAN 2 Kudus, SMKN 1 Kudus, SMK Ma'arif Kudus and Muhammadiyah Kudus University as well as residential housing. It is reviewed from its environment that Madrasah MTs A is very suitable for teaching and learning.

b. Vision and Mission of MTs A

The vision of MTs A is “The realization of madrasah with noble ethics, excellent achievement, and culture of caring for the environment”. The mission of MTs A is:

- 1) Creating people with Islamic character, charity, independence, innovation, creativity, and competition.
- 2) Realizing the educational process by the national education system and local excellence.
- 3) Creating students who excel in academic and non-academic fields.
- 4) Develop the ability to interest talents optimally through extracurricular activities.
- 5) Improve more competent School human resources.
- 6) Implement participatory management by involving all school residents and stakeholders in madrasah development.
- 7) Fostering a culture of love and concern for the environment.

c. The Purpose of MTs A

- 1) Learners can read the Qur'an well, correctly, and *tahfid* Juz Amma as well as short surahs.
- 2) All students perform the obligatory five daily Sunnah prayers.
- 3) Students are used to *sadaqah*.
- 4) Students are accustomed to carrying out greetings, smiles, and Salim (S3)
- 5) Students move up 100% normatively.
- 6) Students pass UM 100% with an increase in the average score of school examination subjects.
- 7) Students pass UN 100% with an increase in the average score of national examination subjects.
- 8) Students can win at academic and non-academic events/competitions at the district, provincial, and national levels
- 9) Students can continue their education and be accepted at favorite schools in Kudus and its surroundings.
- 10) Students can display artistic and sports creativity at events organized by the madrasah and outside the school.
- 11) Students can develop talents, interests in the field of skills and life skills (life skills)
- 12) School residents have discipline, honesty, cooperation, and charity.
- 13) The school has a spirit of nationalism and loyalty to the school.
- 14) School human resources (HR) has competent and quality performance.
- 15) School residents and stakeholders apply participatory management in school development.
- 16) School residents have a sensitivity to creating a safe, orderly, healthy, clean, beautiful, and beautiful school environment.

2. MTs B

Based on the documentation data that the researcher found from the data at MTs B, there are several descriptions of MTs B including the history, education foundation, school organization,

student affairs, facilities, and infrastructure. The following are the descriptions:²

a. History of MTs B

Native education was fairly limited during the colonial era. Students of aristocrats were able to get a decent education, while indigenous education did not have the freedom to go to school, especially women. Whereas the rise of a nation begins with the first education a child gets is his mother. That is how the scholars and community leaders without exception the scholars and community leaders of Kudus view the importance of fighting for education, especially women's education.

In 1938 a cleric named Kyai Mas Dain Amin (younger brother of Father Kyai Haji Arwani Amin) had the idea to organize education for women. The idea of Kyai Mas Dain Amin, a young and persistent scholar, was welcomed by his colleagues until Madrasah Banat was established in 1940. Although at that time there was no capital, only facilities, and infrastructure that was quite adequate, coupled with his very strong determination, a small committee was finally formed to realize the idea.

The social life of the community in Kudus still has differences of opinion, among which there are still some old Kyai who are worried that if women are good at writing it will cause slander, but the Kyai scholars outside the city of Kudus gave permission for the establishment of a special madrasa for women, so Kyai Mas Dain Amin as a young great scholar with the help of fellow administrators remained determined to establish the madrasa under the name "ROUDLOTUL ATHFAL BANAT". However, the name "Roudlotul Athfal Banat" was changed to "Madrasah Banat NU" Kudus with the hope that madrasah students are not only for young students but according for the development of students and community needs. The madrasah named "banat" comes from Arabic which means "girls", with this name it can be interpreted that the Banat madrasah provides access for women to an education.

The establishment of the Banat Madrasa was chaired directly by Kyai Mas Dain Amin with the following founders:

- 1) Mr. K. Mas Dain Amin
- 2) Mr. Achdlori Utsman
- 3) Mr. H. Noor Dahlan

² Documentation of MTs B, July 30, 2023

- 4) Mr. Musrodi
- 5) Mr. H. Zainuri Noor Rahmat
- 6) Mr. Abdullah Sajad
- 7) Mr. Rodli Millah
- 8) Mr. Ali Shofi

After some time the madrasah progressed, so the madrasah needed educators/teachers but at that time it was very difficult to find female teachers, so male teachers were forced to be allowed to teach as long as they did not get female teachers. With the rapid progress, the banat madrasah is not only the Roudlotul Athfal /RA level but there is also the next level of education, namely:

- 1) Madrasah Ibtidaiyah/MI NU Banat Kudus was established on January 2, 1952.
- 2) Madrasah Tsanawiyah/MTs NU Banat Kudus was established on January 2, 1957.
- 3) Madrasah Aliyah/MA NU Banat Kudus was established on January 2, 1972.
- 4) Madrasah Aliyah Kejuruan/MAK NU Banat Kudus was established on September 29, 1994.
- 5) Vocational High School/SMK NU Banat Kudus was established in 2004.
- 6) AKNUBA Fashion Design was established on December 4, 2018.

Madrasah Banat began to grow quite large, then the board considered it necessary to form a foundation with a complete and perfect basic budget because Madrasah Banat from 1940 until around 1981 was only ordinary management and starting on March 31, 1981, the management of Foundation / Legal Entity with a complete and perfect basic budget led by the Executive Board, Supervisory Board and an advisor from Ulama 'with Notary Deed Bunyamin Koesuma SH No. 45/81.

b. Education Foundation

Advisor : Hadlrotusy Syaikh KH. Arwani Amin

Advisory Board

Chairman I : Mr. H. Noor Badri Syahid
(Janggalan Kudus)

Chairman II : Mr. KH Sya'roni Ahmadi
(Pagogan, Kudus)

Author I : Mr. H. Rodli Suhari
(Tepasan Kudus)

Author II : Mr. KH. Ma'ruf Irsyad

	(Janggalan Kudus)
Helpers	:1. Mr. Abd Rohman Abd Basyir (Kauman Menara Kudus) 2. Mr. Ahdlori Uthman (Janggalan Kudus)
Executive Board	
Chairman I	: Mr. H. Faiq Shofi (Jl Menara 40 Kudus)
Chairman II	: Mr. Ma'shum AK (Karangmalang Kudus)
Author I	: Mr. Mukhlis BA (Langgar Dalem Kudus)
Author II	: 1. Mr. Chusnan BA (Pegunungan Kudus) 2. Mr. H Hasan AE (Jl Menara No 1 Kudus)
Treasurer	: Mr. Subhchan Adnan Ma'ruf (Purwosari Kudus)
Deputy Treasurer	: 1. Mrs. Hj Zumrotuz Zakiyah (Jl Pramuka 23 Kudus) 2. Mrs. Alfiyah (Tepasan Kudus)
Helpers	: 1. Mrs. Hj. Munichah (Kauman Menara 31 Kudus) 2. Mr. Mukhlas (Damaran Kudus) 3. Mr. H. Mas'ud Irsyad (Jl Sunan Kudus 105 Kudus) 4. Mr. K Naschan Imam (Langgar Dalem Kudus)

Since 2002, the term "Banat NU" changed to "NU Banat" along with the name change from "Banat Education Foundation" to "Badan Pelaksana Penyelenggaraan Pendidikan Ma'arif NU Banat (BPPPMNU Banat)".

c. School Organization

Every educational organization, including schools/madrasas, has a lot of work, tasks, authority, and responsibilities that must be carried out and carried out by each component of the education unit level, especially the human component. Duties, authorities, responsibilities, work, and other activities vary and sometimes require certain specializations in

the process. Therefore, all these activities must be divided among others. these divisions are known as organizing.

Organizing is the process of dividing work into small tasks, assigning those tasks to someone according to their abilities, and allocating resources, coordinating them to effectively achieve organizational tasks. As a school/madrasa, MTs B certainly has an organizational structure. The organizational structure of a school/madrasah is a structure that underlies the decision of the school's coaches or founders to initiate a strategic school planning process. This organizational structure can be said to be a set of laws governing the formation and administration of school organizations in Indonesia. Not only that, in a school organization in which there are various management tasks, including curriculum management, student management, personnel management, financial management, and management of preventive maintenance of facilities and infrastructure, all of them must be able to ensure that the distribution of tasks can be delivered properly. The job description is a formal document of the school organization that contains the job description so that it can be used as a control document for the implementation of work for each employee, which can also be used as a control of the success of the employee's work. In addition, for the school organization, it can be used as a guide if there is a rolling or mutation of new employees who can carry out their duties easily. The organizational structure of MTs B and the job description has been attached.

The madrasah/school policy in the organizational field:

1) Communication and Coordination

Communication is the process of conveying and receiving from one person to another in writing, verbally, or signaling either directly or indirectly. Meanwhile, coordination is defined as the act of cooperation between personnel, units, or sections about everything in a harmonious and productive relationship to achieve a goal. Educational program plans in schools are very complex and interrelated between one field and another so coordination is needed. There is a coordination system in MTs B as follows:

- a) Coordination meetings and istighosah of all teachers and education personnel in the Banat Kudus Foundation both at the RA, MI, MTs, MA, and

SMK levels as well as AKMUBA which is carried out by BPPM (Ma'arif NU Banat Education Executive Board) which is once a month usually on the first Sunday of the month.

- b) principal coordinates with BPPM every Sunday at the end of the month.
- c) Coordination at MTs B with teachers is carried out through meetings every month. At the time before the pandemic was carried out on Thursdays, but in pandemic conditions like now meetings are held according to urgent needs but every month there must be a meeting.
- d) Head of Madrasah, WAKA, WMM (Deputy of Quality Management), KTU (Administration), Head of Library, BK (Guidance Counseling), and Pesantren Caretaker, coordination and istighosah are held every Monday usually in the madrasah headroom. Because of the PTM (Face-to-Face Learning) in August (the learning system alternates every 2 weeks), it was held on Thursday.

In terms of communication, the Head of MTs B communicates with educators and teaching staff through the WhatsApp group of the MTs B Family. This is very effective and efficient in its application.

2) Supervision and Decision Making

Supervision is one of the management functions that complete the plan and control the occurrence of irregularities so that the activities carried out are what was planned. In general, supervision does not aim to find fault or give punishment from the leader to his subordinates, but supervision has a purpose as a basis for the leader to determine policies and make strategic decisions, towards a better organization. At MTs B, teacher performance appraisal is carried out directly by the Head of Madrasah more precisely every morning. Every morning, the Head of the Madrasah goes around to monitor who is present on time and who teachers are late. During the pandemic, there is a Task Force team whose workflow is that after the change of lesson hours, the teacher monitors empty classes. If there are empty class hours, the task force team will share on the Family WhatsApp. This has previously been conveyed to the

teachers of MTs B. Not only that, supervision can also be carried out by the guardians of students who are very critical. Student guardians will inform the homeroom teacher that there are teachers who rarely go to class. From these things, a lot of information is collected and later the information received is not immediately followed up. However, it will be confirmed first so as not to take the wrong step. This information gathering is intended to maintain public trust. For problem-solving (decision-making) is usually coordinated with other educators and education personnel.

3) Reorganization

Reorganization is simply defined as the reshaping of an organizational meaning, which in this case can be in the form of the composition of members, management, and systems, to a broader work order. Reorganization is very important to do, this is to continuously prepare the next generation. Reorganization can be carried out by appointment and deliberation or voting. The reorganization process carried out by MTs B has been regulated by the Foundation. The term of office as Head of Madrasah is 4 years. The reorganization is usually from the position of WAKA to the Head of Madrasah. The selection is seen from the previous performance, whether or not the performance can be a benchmark for becoming a candidate for madrasah head. If it has been chosen, then later a person is willing or not and depends on BPPM as well.

The Vice Principal's term of office is 2 periods (1 period = 2 years), if the Vice Principal's performance is good and deserves to be continued then the Peradeniya is continued for 2 periods. If the performance is good and can be transferred to another vice, then it can be transferred to another vice.

d. Student Affairs

Learner discipline is a rule made by the madrasah and enforced for students. The rules are made so that students become disciplined and better students. Therefore, every school has rules that must be obeyed by students. Among the rules of MTs B students are:

- 1) Learners arrive at the madrasah at a maximum of 06.45 WIB and students picket 15 minutes before the lesson starts.
- 2) Every day wear madrasah uniforms complete with attributes by applicable regulations.
- 3) Say greetings and shake hands with the school principal/teacher/staff picket the order of students who welcome at the gate.
- 4) Carry out class pickets before and after learning and environmental pickets according to the schedule.
- 5) Pray before the first hour begins.
- 6) Implementing 9K (faith, order, cleanliness, health, beauty, shade, kinship, security, library) and 5T (orderly time, orderly learning, orderly teaching, orderly administration, orderly environment) in learning.
- 7) Completing tasks given by teachers and extracurricular coaches.
- 8) Performing *dhuhur* prayers in congregation and *dhuha*.
- 9) Participating in religious activities organized by the madrasah.
- 10) Praying after the lesson ends.
- 11) For students who still have activities, the maximum limit is 16.00 WIB must have left the madrasah (unless there is a letter of permission from the assigning teacher).
- 12) Supporting school programs, including PHBN, PHBI, and MTs B anniversary.
- 13) Obedient to parents, madrasah head, teachers, and employees.
- 14) Maintain, maintain, and take responsibility for all existing facilities and infrastructure.
- 15) Participate in maintaining the good name of the madrasah.
- 16) Bring personal learning equipment as needed.

The sanctions that will be given by the madrasah to students who violate the rules are given in stages according to the violation. These stages are determined by the score of violations that students have committed.

3. Facilities and Infrastructure

MTs B is located on KHR. Asnawi road, Damaran village, Kota sub-district, Kudus. This madrasah consists of two buildings, namely the north building and the south building. The

north building consists of several facilities such as offices, classrooms, a north teacher's duty station, a cooperative, a canteen, a prayer room, a library, a science laboratory, a computer laboratory, a security post, a field, and a parking lot. There are several offices located in the north building of MTs B, namely the Madrasah Head office, Deputy Madrasah Head office, Administration office, Treasurer's office, and Teacher's office. The classrooms in the north building are used for classes 8A-8J and classes 9A-9J. The facilities located in the south building of MTs B are the south BK office, Podcast room, classrooms 7A-7K, hall, large warehouse, and south teacher's duty station.

B. Research Finding

The researcher presents the research findings in this section. MTs A is categorized as a Public Islamic Junior High School and B is categorized as a Private Islamic Junior High School. The researcher collected data by doing interviews with the English teacher and Vice Principal of Curriculum at MTs A and MTs B and conducted some documentation related to this study. The aim is to answer the research problem in the first chapter.

1. The Implementation of Merdeka Curriculum in English Teaching Learning at State and Private Islamic Junior High School

Based on the results of interviews conducted by researchers, it can be seen the difference in the implementation of the Merdeka Curriculum at MTs A and MTs B. The results of interviews with informants consisting of Mr. Ampri (English teacher at MTs A), Mr. Basuki (Vice Principal of Curriculum at MTs A), Mrs. Ina (English teacher at MTs B), and Mrs. Nairuz (Vice Principal of Curriculum at MTs B), were obtained by the researcher.

There are planning, implementation, and assessment in the implementation stage of the Merdeka Curriculum based on guidelines from the Ministry of Education and Culture's Standards, Curriculum, and Educational Assessment Agency (BSKAP).

a. Planning

In the planning stage, there are several preparations that English teachers must make before starting to teach and implement the Merdeka Curriculum in the classroom. It includes determining Learning Outcomes (CP), creating a Flow

of Learning Objectives (ATP), then creating a Teaching Module as a guide before teaching.

1) Learning Outcomes (CP)

Teachers need to determine Learning Outcomes (CP) first, before creating a Flow of Learning Objectives (ATP). Based on the interview results by researcher with an English teacher and Vice Principal of Curriculum, the researcher obtained the following results:

Table 4.1
Interview results about Learning Outcomes (CP)

Data	MTs A	MTs B
English Teacher	Mr. Ampri said he determined the Learning Outcomes (CP) before starting to make the Flow of Learning Objectives (ATP). To determine Learning Outcomes (CP), he looked at the example determining the Learning Outcomes (CP), and then he developed it according to school conditions. ³	Mrs. Ina said, that in determining Learning Outcomes (CP), she still looks at examples from the Ministry of Education and Culture and also adapts to the school conditions. ⁴
Vice Principal of Curriculum	Mr. Basuki said the preparation of the curriculum at MTs A is by the guidelines of the Ministry of Education and Culture, then developed according to the school conditions. The teachers make a <i>Learning Outcomes (CP)</i> mapping, then the teacher is concerned with compiling the Flow of Learning Objectives (ATP). ⁵	Mrs. Nairuz said, regarding the preparation of the Merdeka Curriculum from the start, it had already been planned. Teachers at the beginning of the school year, are equipped with Learning Outcomes (CP) before creating the Flow of Learning Objectives (ATP). ⁶

³ Interview with Mr. Ampri on July 31, 2023.

⁴ Interview with Mrs. Ina on July 25, 2023.

⁵ Interview with Mr. Basuki on July 31, 2023.

⁶ Interview with Mrs. Nairuz on July 30, 2023.

From the interview results above, it can be concluded that the English teacher at MTs A and MTs B should determine the Learning Outcome (CP). The teacher determined the Learning Outcomes (CP) based on the examples from the Ministry of Education and Culture and adopted by the school conditions.

2) Flow of Learning Objectives (ATP)

English teachers create the flow of learning objectives (ATP) to prepare English lessons. Based on the interview results done by the researcher with an English teacher and Vice Principal of Curriculum, the data obtained are:

Table 4.2
Interview results about Flow of Learning Objectives (ATP)

Data	MTs A	MTs B
English Teacher	Mr. Ampri said, that after determining Learning Outcomes (CP), he developed it into Flow of Learning Objectives (ATP). He made the Flow of Learning Objectives (ATP) based on the school condition and also developed the existing files from the Ministry of Education and Culture as a reference. He made Learning Outcomes (CP) and Flow of Learning Objectives (ATP) from grades VII until IX into one, because it is sustainable. ⁷	Mrs. Ina said, that in making the Flow of Learning Objectives (ATP) she adapted to the provisions of the Merdeka Curriculum and for class VII yesterday, she was still following the example files from the Ministry of Education and Culture (Kemendikbud). But this year, she modified the flow of Learning Objectives (ATP) according to student needs. ⁸
Vice Principal of Curriculum	Mr. Basuki said the teachers created a <i>Learning Outcomes (CP)</i> mapping, then the teacher was concerned with compiling the Flow of Learning Objectives (ATP). The	Mrs. Nairuz said, that after the teacher has finished determining the Learning Outcomes (CP), the teacher should be done a Flow of Learning Objectives (ATP), which will later be used as

⁷ Interview with Mr. Ampri on July 31, 2023.

⁸ Interview with Mrs. Ina on July 25, 2023.

	<p>teachers created the Flow of Learning Objectives (ATP) according to the Learning Objective (CP) that has been determined by each teacher according to their respective subjects. Teachers are free to make Flow of Learning Objectives (ATP) according to school conditions and students' needs to achieve maximum learning goals, based on the school vision and mission.⁹</p>	<p>material for making teaching modules.¹⁰</p>
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There are similarities between the two schools. The similarity is that English teachers at MTs A and MTs B must develop the Flow of Learning Objectives (ATP) based on the Learning Outcomes (CP) that have been made. Both develop existing files from the Ministry of Education and Culture as a reference.

Meanwhile, there are also differences. At MTs A, the Flow of Learning Objectives (ATP) according to school conditions and students' needs to achieve maximum learning goals, based on the school vision and mission. Mr. Ampri made Learning Outcomes (CP) and Flow of Learning Objectives (ATP) from grades VII until IX into one, because it is sustainable. At MTs B, the Flow of Learning Objectives (ATP) was adapted to the provisions of the Merdeka Curriculum, and last year for class VII, she was still following the example files from the Ministry of Education and Culture (Kemendikbud). But this year, the Flow of Learning Objectives (ATP) is modified by English teachers according to student needs.

3) Teaching Modules

The teaching module was created as a teaching tool to help teachers map the material that should be provided at each meeting. Based on the interview results, the researcher obtained the following results:

⁹ Interview with Mr. Basuki on July 31, 2023.

¹⁰ Interview with Mrs. Nairuz on July 30, 2023.

Table 4.3
Interview result about the Teaching Module

Data	MTs A	MTs B
English Teacher	Mr. Ampri said the Flow of Learning Objectives (ATP) he made into teaching modules, and he adjusted it according to the material and methods he wanted to teach. ¹¹	Mrs. Ina said, that in making the teaching module, she adjusted to government guidelines, because this Merdeka Curriculum is somewhat different from the previous curriculum. ¹²
Vice Principal of Curriculum	Mr. Basuki said, the teacher has been given directions for making teaching modules from training, and then the teachers develop, them according to their respective needs. ¹³	Mrs. Nairuz said the creation of teaching modules is handed over to each teacher after workshops and training held by the school. So, teachers can apply the knowledge they have gained from the inauguration to create teaching modules that suit each teacher's goals. ¹⁴

Based on the results of the interviews above, it can be concluded that the similarity is that in preparing teaching modules, English teachers are given the freedom to be creative according to their needs. At MTs A, the teaching module is adjusted to the material and method that the teacher wants to teach. To support teacher preparation, MTs A provides training facilities to teachers.

Meanwhile, the difference is that in making teaching modules at MTs B, teachers adjust to government guidelines because the Merdeka Curriculum is somewhat different from the previous curriculum. To make teaching modules, teachers also attend workshops and training held by the school.

¹¹ Interview with Mr. Ampri on July 31, 2023

¹² Interview with Mrs. Ina on July 25, 2023.

¹³ Interview with Mr. Basuki on July 31, 2023.

¹⁴ Interview with Mrs. Nairuz on Juli 30, 2023

b. Implementation

One of the objectives of the Merdeka Curriculum is student-centered learning. In addition, in the learning process, students are given the freedom to choose the learning model they want. In the 2022-2023 school year, several schools in Kudus City have started implementing the Merdeka Curriculum. These schools are called “Sekolah Penggerak”.

1) The Year of Implementing the Merdeka Curriculum

The implementation of the Merdeka Curriculum in several schools in Kudus started in the 2022-2023 academic year. In this case, the researcher chose MTs A and MTs B for being public and private Islamic junior high schools. Based on the interview results, the researcher obtained the following data:

Table 4.4
Interview results about a year of implementation
Merdeka Curriculum

Data	MTs A	MTs B
English Teacher	Mr. Ampri said that the implementation of the Merdeka Curriculum in Mts A since the 2022-2023 school in grade 7 th , and this year is the second year. ¹⁵	Mrs. Ina said, The Merdeka Curriculum at MTs. B has been implemented since last year, namely the 2022-2023 academic year. ¹⁶
Vice Principal of Curriculum	Mr. Basuki said the Merdeka Curriculum at MTs A has been implemented since the 2022-2023 school year for grade 7 th and this year is entering the second school year, namely the 2023-2024 school year. ¹⁷	Mrs. Nairuz said this 2023-2024 school year has entered its second year of implementing the Merdeka Curriculum at Mts B. It means in grades 7 th and 8 th which already use the Merdeka Curriculum. ¹⁸

From the result of the interview above, the implementation of the Merdeka Curriculum at MTs A and MTs B was started in the 2022-2023 school year and was implemented for the grade 7th. The 2023-2024 school year

¹⁵ Interview with Mr. Ampri on July 31, 2023.

¹⁶ Interview with Mrs. Ina on July 25, 2023.

¹⁷ Interview with Mr. Basuki on July 31, 2023.

¹⁸ Interview with Mrs. Nairuz on July 30, 2023.

is the second year to implement the Merdeka Curriculum, namely for grades 7th and 8th.

2) Learning Media

The Merdeka Curriculum was implemented to support students in learning according to their respective abilities and learning stages. In the Merdeka Curriculum, teachers have the freedom to choose various teaching tools, so that learning can be tailored to the learning needs and interests of students. Based on the interview results, the researcher obtained the following data:

Table 4.5
Interview results about Learning Media

Data	MTs A	MTs B
English Teacher	Mr. Ampri said he prefers to use Canva, PPT, and YouTube videos for English teaching-learning because students in Generation Z prefer to see moving images. So, if the media is paper without pictures, without color, the results are not good and the process is not liked by students, so he used media based on the results of the test diagnosis. ¹⁹	Mrs. Ina said the media she uses for teaching English subject is usually PPT, sometimes if need a picture, she uses a picture, then also usually prepare a large piece of paper on the wall, then later there will be a presentation using a small paper pasted onto the large paper earlier. It depends on what the material is so that students are not bored. ²⁰
Vice Principal of Curriculum	Mr. Basuki said, that the use of learning media depends on each teacher, according to the time allocation and that will be used by the teachers in teaching. ²¹	Mrs. Nairuz said, that the teaching module has some teachers tried to make. However, the teaching equipment depends on what each teacher wants to use, and the school facilitates as much as possible. ²²

¹⁹ Interview with Mr. Ampri on July 31, 2023.

²⁰ Interview with Mrs. Ina on July 25, 2023.

²¹ Interview with Mr. Basuki on July 31, 2023.

²² Interview with Mrs. Nairuz on July 3, 2023.

From the results of the interviews above, it can be concluded that the similarity of learning media used for the teaching and learning process of English at MTs A and MTs B is left to the teacher. An English teacher prefers to use PPT.

Meanwhile, the difference is that English teachers at MTs A also use some media such as Canva and YouTube videos for English learning. So that students are interested in fun English learning. At MTs B, an English teacher also uses other media such as pictures and paper, so that learning is more fun and not boring.

3) Student-centered Learning

Student-centered learning is also part of the Merdeka Curriculum. Learning is carried out in a differentiated manner so that students have enough time to deepen concepts and strengthen competencies. That is important in every subject, especially English learning. Based on the interview results by the researcher with English teachers and the Vice Principal of Curriculum, the researcher obtained the following results:

Table 4.6

Interview results about Student-centered Learning

Data	MTs A	MTs B
English Teacher	Mr. Ampri said, that in the process of English teaching and learning, he has applied the student-centered. So, the model is suitable because it does not burden students. Because it is differentiated according to each student's learning stage, but he had not done it optimally yet. ²³	Mrs. Ina said, that if last year in English teaching learning was still mixed, there was an explanation from her that there were also those who were active in learning and discussion. For this year she wants to be student-centered, so teachers just need to lead the term and let them be active. ²⁴
Vice Principal of Curriculum	Mr. Basuki said the main point of this Merdeka curriculum is that he adjusts everything to the conditions	Mrs. Nairuz said, that if say everything is centered, it's not, because it's still a process to try it. In this

²³ Interview with Mr. Ampri on July 31, 2023.

²⁴ Interview with Mrs. Ina on July 25, 2023.

	<p>and abilities of the students.²⁵</p>	<p>Merdeka Curriculum, students are not constrained by how to learn, this should be this, and want students to be independent with their learning styles. So, the teacher tried the methods that you have learned to apply in class. However, it does not rule out the possibility that there is a time when the teacher will dominate the lesson in class.²⁶</p>
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MTs A, has implemented an English learning process that is student-centered and differentiated according to each student’s learning stage but has not done it optimally yet. They adjust everything to the conditions and abilities of the students. At MTs B, last year in English teaching learning was still mixed, there was an explanation from the teacher, and sometimes students were active in learning and discussion. For this year the English teacher wants to be student-centered, so teachers just need to lead the term and let them be active.

4) The Project to Strengthen Pancasila Students Profile (P5)

The objectives of the Merdeka Curriculum include preparing the nation to face the global challenges of the 4.0 revolution era and strengthening character education through the Pancasila Student profile. Therefore, character education is very important for students. Based on the interview results, the researcher obtained the following data:

Table 4.7
Interview Results about the Project to Strengthen Pancasila Students Profile

Data	MTs A	MTs B
English Teacher	Mr. Ampri said, at A, the character is important. So, every subject must be	Mrs. Ina said, that with the Pancasila student’s profile, what students get is not

²⁵ Interview with Mr. Basuki on July 31, 2023.
²⁶ Interview with Mrs. Nairuz on July 30, 2023.

	<p>character-based, and he adjusts it to the vision and mission of the school. The Project of Strengthening the Profile of Pancasila Students (P5) is in every subject but he calls it character strengthening and there is also co-curricular which is a special hour of P5 lessons. In the English subject itself, there is a Project on Strengthening the Profile of Pancasila Students (P5) but it is more detailed in the co-curricular.²⁷</p>	<p>only knowledge and material, but for example attitude development, for example, cooperation, and so on. Usually, she determines the profile of the Pancasila student depending on what the material is. For example, in English teaching-learning is descriptive text material will have projects that must be produced, so what profile of Pancasila students will grow later, for example, critical reasoning or mutual assistance because the making projects must be in groups, so it must be considered depending on what material is presented.²⁸</p>
<p>Vice Principal of Curriculum</p>	<p>Mr. Basuki said, there are two forms of Pancasila student profile activities in MTs A. The first is intra-curricular, so each teacher develops the Pancasila learner profile according to their respective subjects. The second is in the co-curriculum in the form of P5 subjects. For intra-curricular, teachers usually have it every time, because the reinforcement is more about attitude and behavior. Then if</p>	<p>Mrs. Nairuz said, that before there was P5, there was an attitude assessment, but in the Merdeka Curriculum, the name was only changed to P5. In all subjects, it does apply, just not in every meeting. At least from the attitudes of Pancasila students, some are conveyed in the material that will later be delivered by the teacher.³⁰</p>

²⁷ Interview with Mr. Ampri on July 31, 2023.

²⁸ Interview with Mrs. Ina on July 25, 2023.

³⁰ Interview with Mrs. Nairuz on July 30, 2023.

	<p>the co-curricular teacher holds it every weekend. So, the student gets P5 subjects. It is usually held every Friday and Saturday.²⁹</p>	
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Based on the interview above, it can be concluded that the implementation of character at MTs A is very important. Every lesson must contain character values in accordance with the vision and mission of the school, as well as English lessons that still apply character values.

At MTs B, in English learning, the implementation of character values is adjusted to the theme or material presented, but not in every meeting. So, the implementation of P5 (Pancasila Student Profile Strengthening Project) is considered important and effective so far.

5) Student’s Interests and Talents

The Merdeka Curriculum can also be interpreted as a curriculum that aims to hone student’s interests and talents from an early age by focusing on essential material, character development, and student competence. Based on the interview results, the researcher obtained the following data

Table 4.8

Interview Results about Student’s Interests and Talents

Data	MTs A	MTs B
English Teacher	Mr. Ampri said, that at MTs A, there are choices of talents and interests, some like science, language, and tahfidz, and some like research. So, he happens to assist in English language and research. ³¹	Mrs. Ina said, there was a psychological test in grades 7 and 8, but the teacher did not accompany us because there was his team. But as for the results don't know yet. ³²
Vice Principal of Curriculum	Mr. Basuki said, that students according to their talents and interests are given the choice to take part in extracurricular	Mrs. Nairuz said, that at the beginning of this year, the school had such a thing as a psychological test,

²⁹ Interview with Mr. Basuki on July 31, 2023.

³¹ Interview with Mr. Ampri on July 31, 2023.

³² Interview with Mrs. Ina on July 25, 2023.

	<p>activities. Schools have provided assistants for each extracurricular activity, and it has been running according to the talents and interests of the students.³³</p>	<p>which later from the test results they can know where the interests and talents of these students are headed. There was initial assistance to do the test, but the results have not yet come out.³⁴</p>
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The results of the interview above, at MTs A also pay attention and prepare extracurricular activities as a forum for students who want to hone and deepen their talents according to their respective interests. In these extracurricular activities, assistants or teachers are provided in accordance with their fields. At MTs A there are also English courses to support the interests and talents of students who are guided by English teachers.

MTs B has prepared itself to assist students' interests and talents in the future. At the beginning of the school year, students are given psychological tests to determine the direction of students interests and talents that need to be developed.

6) Collaboration with another teacher

In the Merdeka Curriculum, there is also collaboration with other teachers in English teaching-learning. Based on the interview results, the researcher obtained the following data:

Table 4.9

Interview results about Collaboration with Other Teachers

Data	MTs A	MTs B
English Teacher	<p>Mr. Ampri said, that before the Merdeka Curriculum, he had collaborated with teachers, but in this Merdeka curriculum, specifically for English subjects, was not yet. He collaborates in P5 subject because it requires team teaching, not only English</p>	<p>Mrs. Ina said collaboration with other teachers in English subjects has never been. Only for P5 subject activities last year put in the final semester generally learn about waste management. But for the needs of English</p>

³³ Interview with Mr. Basuki on July 31, 2023.

³⁴ Interview with Mrs. Nairuz on July 30, 2023.

	teachers, so collaboration with teachers from other subjects as well. ³⁵	subjects, she has never collaborated with other teachers. ³⁶
Vice Principal of Curriculum	Mr. Basuki said teacher collaboration is in the P5 subject. In P5 they use team teaching. In each class, there are about 2 to 3 facilitators. Each team teacher will collaborate with other P5 teachers. ³⁷	Mrs. Nairuz said, that the collaboration between teachers is in the P5 subject. ³⁸

From the interview result above, it can be concluded that MTs A and MTs B, specifically for English subjects, have not collaborated with another teacher. In the Merdeka Curriculum, collaboration with other teachers is carried out only for teaching the subject of P5.

7) Collaboration with Parents

In the Merdeka Curriculum, there is also collaboration with parents for learning purposes in English teaching-learning. Based on the interview results, the researcher obtained the following data:

Table 4.10
Interview results about Collaboration with Parents

Data	MTs A	MTs B
English Teacher	Mr. Ampri said, that for collaboration with parents, he has planned to collaborate with parents, but due to time constraints, it has not been possible. ³⁹	Mrs. Ina said, that collaboration with parents also has never been done because at MTs B the students are mostly in the Islamic Boarding House. ⁴⁰
Vice Principal of Curriculum	Mr. Basuki said, that in P5 he needs collaboration with parents or parent representatives to share the	Mrs. Nairuz said, there doesn't seem to be any collaboration with parents regarding learning. There

³⁵ Interview with Mr. Ampri on July 31, 2023.

³⁶ Interview with Mrs. Ina on July 25, 2023.

³⁷ Interview with Mr. Basuki on July 31, 2023.

³⁸ Interview with Mrs. Nairuz on July 30, 2023.

³⁹ Interview with Mr. Ampri on July 31, 2023.

⁴⁰ Interview with Mrs. Ina on July 25, 2023.

	themes we are exploring, but he has not realized it yet. ⁴¹	is already a plan but it has not been finalized. ⁴²
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Based on the interview result above, at MTs A and MTs B, collaboration with parents in English teaching-learning has been planned but has not been realized. The students at MTs B are mostly in the Islamic Boarding House. So, it has not been possible.

8) Collaboration with Community/Society/Industry

In the Merdeka Curriculum, there is also collaboration with the community/society/industry for learning purposes in English teaching-learning. Based on the interview results, the researcher obtained the following data:

Table 4.11
Interview results about Collaboration with Community/Society/Industry

Data	MTs A	MTs B
English Teacher	Mr. Ampri said, that he collaborates with the community for learning purposes, he has collaborated with the “Teman Bicara” community in English subjects. So, it is a community that teaches sign language but still in Indonesian. So, we are still looking for an English community, because the subject of English is more about communication, which must also be improved. He wants students to be more interested in communicating in English. ⁴³	Mrs. Ina said, she collaborates with the community in English subjects, but she thinks not yet. In general, MTs NU Banat Kudus, usually collaborate with Djarum Foundation-related waste. Organic waste or anything like that is usually taken by the Djarum Foundation, but it is also not included in English subjects. ⁴⁴
Vice	Mr. Basuki said, “We have	Mrs. Nairuz said, that in

⁴¹ Interview with Mr. Basuki on July 31, 2023.

⁴² Interview with Mrs. Nairuz on July 30, 2023.

⁴³ Interview with Mr. Ampri on July 31, 2023.

⁴⁴ Interview with Mrs. Ina on July 25, 2023.

Principal of Curriculum	collaboration with waste management personnel for general at the school, we ask them to come here to educate students. If in English lessons I don't know, because it's planned by each teacher. ⁴⁵	English teaching-learning, she doesn't know if there is a collaboration with community/society/industry or not, but for collaboration with the community, when Matsama, the school needed help from IPNU, IPPNU, and Babinsa. When it comes to business, there is a collaboration with one of the Batik galleries to teach students about Batik. ⁴⁶
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In the interview results above, MTs A have collaborated with the community for learning purposes, that is collaborated with the “Teman Bicara” community in English subjects. So, it is a community that teaches sign language but still in Indonesian. So, we are still looking for an English community, because the subject of English is more about communication, which must also be improved. The teacher wants students to be more interested in communicating in English.

At MTs B has not collaborated with the community in English subjects. Just in general, MTs B, usually collaborate with Djarum Foundation-related waste. Organic waste or anything like that is usually taken by the Djarum Foundation, in collaboration with one of the Batik galleries to teach students about Batik, and when Matsama, the school needed help from IPNU, IPPNU, and Babinsa, but it is also not included in English subjects.

9) Reflection and Evaluation

To achieve the maximum level in the learning process, it is necessary to reflect and evaluate learning in the Merdeka Curriculum. Reflection and evaluation in learning are needed as a way for teachers to improve the quality of learning. Based on the interview results, the researcher obtained the following data:

⁴⁵ Interview with Mr. Basuki on July 31, 2023.

⁴⁶ Interview with Mrs. Nairuz on July 2023.

Table 4.12
Interview Results of Reflection and Evaluation

Data	MTs A	MTs B
English Teacher	Mr. Ampri said, that in the reflection and evaluation he does every meeting, he asks the students whether they like English lessons, and what they get while learning English. ⁴⁷	Mrs. Ina said, that usually at the end of the lesson it is held reflection using a description or essay. The evaluation is based on the reflection earlier, she was evaluating how students learn, and how to learn. ⁴⁸
Vice Principal of Curriculum	Mr. Basuki said, that for evaluation, he evaluates at the end of every lesson. Each teacher has formative activities. Reflection and evaluation have been done by the teacher in class, and then at the end of the semester, together with the school, the results are analyzed. What are the obstacles, and shortcomings during the learning process? ⁴⁹	Mrs. Nairuz said, that the reflections for teachers are held every month. So, from the teacher in the class, maybe related to classroom learning that has been carried out, it evaluates and then conveys it to the authorized school for later some improvements could be made by the school for the teacher. ⁵⁰

The similarity between the interview results above is in English teaching-learning at MTs A and MTs B, the reflection and evaluation are carried out after the lesson. So, teachers and students both know what is going well and what is still lacking.

Meanwhile, the differences are, at MTs A it will be discussed with the teachers and headmaster at the end of the semester. For English teaching-learning at MTs B, the results of reflection and evaluation will be discussed with the teachers and headmaster every month, to improve the Merdeka Curriculum.

⁴⁷ Interview with Mr. Ampri on July 31, 2023.

⁴⁸ Interview with Mrs. Ina on July 25, 2023.

⁴⁹ Interview with Mr. Basuki on July 31, 2023.

⁵⁰ Interview with Mrs. Nairuz on July 30, 2023.

c. Assessments

Assessments are designed to provide more definitive results in evaluating students as a whole and improving the quality of learning. Based on the interview results, the researcher obtained the following data:

Table 4.13

Interview results about Assessments

Data	MTs A	MTs B
English Teacher	Mr. Ampri said, that for assessments, in English teaching-learning, he used formative and summative. He used formative assessments with observation, written tests, oral tests, performance, assignments, projects, and portfolio techniques. And summative assessment with SAS techniques. ⁵¹	Mrs. Ina said, that the assessments she used are formative and summative. For formative assessments, she used written tests, oral tests, and project techniques. And for summative assessments with STS and SAS techniques. ⁵²

The similarity between the interview results above is that MTs A and MTs B used formative and summative assessments in English teaching-learning. Both of them use formative assessments with written tests, oral tests, and project techniques. For Summative assessment with SAS techniques.

However, the difference is that English teacher at MTs A also used observation, performance, assignment, and portfolio techniques in formative assessments. An English teacher at MTs B also used STS techniques for summative assessments.

2. The Obstacles during the Implementation of the Merdeka Curriculum

As one of the schools driving (*Sekolah Penggerak*) in the Merdeka Curriculum, MTs A and MTs B encountered some obstacles in its implementation. Based on the interview results, the researcher obtained the following data:

Table 4.14

Interview results about Obstacles

Data	MTs A	MTs B
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⁵¹ Interview with Mr. Ampri on July 31, 2023.

⁵² Interview with Mrs. Ina on July 25, 2023.

<p>English Teacher</p>	<p>Mr. Ampri said, there are many obstacles that he experienced, and he is burdened with how to implement this curriculum well and correctly. how to implement this Merdeka Curriculum properly and correctly. However, the preparation is very short, in-house training for two days, while he is required to implement it. So, it is indeed very difficult for some teachers to implement the Merdeka Curriculum. Because their understanding is as much as we can. Then she is also constrained by diagnostics, the teacher should find students' differentiation, and then apply how to adjust their improvement to the student's learning style. And the most difficult thing is understanding between CP, ATP, and teaching modules in a very short time. So in addition to understanding, it is also more about practice and how to apply what he doesn't fully understand.⁵³</p>	<p>Mrs. Ina said that the obstacle was in making teaching modules because it was very different from the 2013 Curriculum. She made it but it seems that the CP is still wrong. So, if we focus more on the teaching module, the teaching and learning process becomes less optimal. But if the teaching module is ready, the obstacle is when differentiating, because student interests vary, then the learning process if it has been differentiated. Does every meeting change the way she teaches, or how? Unless differentiation in the assessment is still rather easy.⁵⁴</p>
<p>Vice Principal of Curriculum</p>	<p>Mr. Basuki said, that the first obstacle is in teacher competence. Teachers should upgrade their abilities, so teachers whose terms are still old patterns will certainly be left behind, especially in IT,</p>	<p>Mrs. Nairuz said, that there must be obstacles both from teachers and representatives of schools, one of which is differentiation. In terms of facilities, there are no</p>

⁵³ Interview with Mr. Ampri on July 31, 2023.

⁵⁴ Interview with Mrs. Ina on July 25, 2023.

	<p>because teachers are required to look for many learning resources that will be used in the learning process. That's why this is programmed every year there is training to improve teacher competence. Secondly, from the time allocation, the time for learning hours has increased because of P5. So, the burden on teachers to teach increases. For facilities and funds, there are no problems.⁵⁵</p>	<p>obstacles, because teachers use the appropriate facilities that schools can provide and schools also complete facilities as much as possible to support teaching and learning activities.⁵⁶</p>
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From the results of the interviews above, it can be concluded that the obstacles in implementing the Merdeka Curriculum at MTs A include being burdened with how to implement this Merdeka Curriculum properly and correctly. The time to prepare and understand between CP, ATP, and learning modules is short. Then, teachers need to update their IT skills. Then the time allocation, and the lesson hours increase because there are P5 activities, so the teacher's burden increases, from previously only teaching their respective subjects.

Meanwhile, at MTs B includes being burdened with how to implement this Merdeka Curriculum properly and correctly. Teachers need real examples of what the application of teaching modules looks like to students and how differentiation is done.

3. The Solutions to Overcome the Obstacles during the Implementation of the Merdeka Curriculum

Based on the obstacles that have been stated by the teachers, there are certainly hopes and messages to overcome these obstacles. Based on the interview results, the researcher obtained the following data:

⁵⁵ Interview with Mr. Basuki on July 31, 2023.

⁵⁶ Interview with Mrs.Nairuz on July 30, 2023.

Table 4.15
Interview results about The Solutions to Overcome the
Obstacles

Data	MTs A	MTs B
English Teacher	Mr. Ampri said, that perhaps the government should understand the difficulties when this order suddenly has to be carried out. He suggests that there is training, and evaluation perhaps from the school's supervisor. In addition, in some subjects there is a continuing professional education program, maybe in the future, the program can be included in the Merdeka Curriculum. ⁵⁷	Mrs. Ina said, that there is training for teachers to solve the teacher confusion in implementing the Merdeka Curriculum. To solve the number of students in the class, the school has divided the students' number become around 30-35 for each class. The government should give real examples of what the right teaching module looks like and the application of real teaching modules is what it looks like. For example, the results of a diagnosis like this, continue the teaching process which is real, we need examples like that. ⁵⁸
Vice Principal of Curriculum	Mr. Basuki said, that there should be clarity for P5 activities because teachers who are given the responsibility to teach P5 have not been covered in SIMPATIKA. The time allocation to become a P5 facilitator has not been calculated in SIMPATIKA.	Mrs. Nairuz said the school is already in the second year of implementing the Merdeka Curriculum, which of course they are still learning, it wants to bring students to gain knowledge and character that can bring the name

⁵⁷ Interview with Mr. Ampri on July 31, 2023.

⁵⁸ Interview with Mrs. Ina on July 25, 2023.

	Then related to teaching materials, maybe it needs to be informed immediately if there are some changes. ⁵⁹	of the school to the national level. facilities, there were no obstacles, because teachers use the appropriate facilities that schools can provide and schools also complete facilities as much as possible to support teaching and learning activities. ⁶⁰
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Based on the interview above, the similarities to overcome an obstacle experienced at MTs A and MTs B, the school held training for teachers. So that the implementation of the Merdeka Curriculum at MTs A and MTs B can be even better.

In addition, the Deputy Principal for Curriculum at MTs A proposed that the material rights of teachers who teach P5 be included in SIMPATIKA. The English teacher at B suggested that the government should provide concrete examples of implementing differentiation in the classroom so that it is not only written in the teaching module but can also be realized properly. In addition, the teacher also hopes that students of MTs B not only gain knowledge but also good character and attitude so that they can make the school proud.

C. Discussion

1. The Implementation of Merdeka Curriculum in State and Private Islamic Junior High Schools

The process of implementing the Merdeka Curriculum will certainly cause problems in the process of planning, implementing, and assessing learning. However, this curriculum has just been implemented, and of course, the parties are still confused about its implementation, resulting in problems that occur in it.

Based on the research conducted by the researcher, the implementation of the Merdeka Curriculum at MTs A and MTs B obtained the following results:

⁵⁹ Interview with Mr. Basuki on July 31, 2023.

⁶⁰ Interview with Mrs. Nairuz on July 30, 2023.

a. Planning

MTs A and MTs B have prepared to implement the Merdeka Curriculum. It can be seen from the results of the interview above. The results of the interview regarding planning can be concluded as follows:

Table 4.16
The Results of Planning

Similarities	Differences
<ol style="list-style-type: none"> English teacher at MTs A and MTs B determined the Learning Outcomes (CP) based on the guidelines from the Ministry of Education and Culture. But also adjusted to school conditions, including vision and missions. In creating the Flow of Learning Objectives (ATP), MTs A and MTs B both adapted to the student's needs. 	<ol style="list-style-type: none"> The English teacher at MTs A created the teaching modules adjusted to the material and methods. English teacher at MTs B, created the teaching modules adjusted to government guidelines because this Merdeka Curriculum is somewhat different from the previous curriculum.

The similarity of the above results is that English teachers at MTs A and MTs B both determine Learning Outcomes (CP) based on guidelines from the Ministry of Education and Culture. In addition, it is also adjusted to the conditions of the school, namely based on the vision and mission of the school. In making the Flow of Learning Objectives (ATP), it is also adjusted to the needs of students.

Meanwhile, there are differences from the planning results above. The difference is in the making of teaching modules. Teachers make teaching modules based on the methods they use.

b. Implementation

From the results of interviews about the implementation of the Merdeka Curriculum at MTs A and MTs B, it can be concluded that:

Table 4.17
The Results of the Implementation

Stages	Similarities	Differences
Year of Implementation	MTs A and MTs B, starting to implement the Merdeka Curriculum	-

	in the 2022-2023 school year.	
Learning Media	MTs A and MTs B, both used the PPT as a learning media.	<ol style="list-style-type: none"> 1. English teacher in MTs A used several learning media, including PPT, Canva, and YouTube videos. 2. English teacher in MTs B also used several learning media, such as PPT, pictures, and paper.
Student-centered Learning	MTs A and MTs B, both Implemented student-centered learning, but have not done it optimally yet.	-
The Project to Strengthen the Profile of Pancasila Students (P5)	It was applied in the English lessons.	At MTs B, was not applied in every meeting, but adjusted to the theme or material.
Student's Interests and Talents	Students are given psychological tests to find out the direction of their interests and talents.	English teacher in MTs A was mentoring students' interests and

		talents in English courses.
Collaboration with Another Teacher	English teacher in MTs A and MTs B has never collaborated with another teacher for English teaching-learning.	-
Collaboration with Parents	At MTs A and MTs B have never collaborated with parents for English teaching-learning. Just planned but have not realized it because due to time constraints, it has not been possible.	-
Collaboration with Community/Society/Industry	-	MTs A, ever collaborated with the “ <i>Teman Bicara</i> ” community in English subjects, for learning purposes.
Reflection and Evaluation	The results of reflection and evaluation, at the end of the semester, would be discussed with teachers and headmasters, to improve the Merdeka Curriculum in the future.	1. In English subjects, reflection and evaluation were done in every meeting. MTs A, did the

		<p>reflection and evaluation by asking students whether they liked the English lesson and what they got while learning English.</p> <p>2. At MTs B especially in English subjects, reflection was held at the end of the theme or material using a description or essay. For evaluation, an English teacher evaluates how students learn, and how to learn.</p>
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The implementation of the Merdeka Curriculum at MTs A and MTs B have similarities in terms of the year for implementing the Merdeka Curriculum, the implementation of student-centered learning, have not collaborated with other teachers in terms of English learning, and have never collaborated with parents for English learning purposes.

Meanwhile, there are also differences. The differences are about learning media, the implementation of Project to Strengthen the Profile of Pancasila Students (P5) in English subjects, mentoring student's interests and talents, and collaboration with community/society/industry in English subjects.

c. Assessments

From the results of interviews that researchers about the assessment process of English teaching at MTs A and MTs B, it can be concluded that:

Table 4.18
The Results of the Assessment

Assessments	Differences	Similarities
Formative	<ol style="list-style-type: none"> English teacher in MTs A used formative assessment with observation, written test, oral test, performance, assignment, project, and portfolio techniques. In MTs B, the English teacher used formative assessments with written tests, oral tests, and project techniques. 	English teachers in MTs A and MTs B used formative assessments with written tests, oral tests, and project techniques.
Summative	<ol style="list-style-type: none"> English teachers in MTs A used summative assessments with SAS techniques. English teacher in MTs B used summative assessments with STS and SAS techniques. 	English teachers in MTs A and MTs B used summative assessments with SAS techniques.

English teachers in MTs A and MTs B used formative and summative assessments. Formative assessments used by English teacher in MTs A are observation, written test, oral test, performance, assignment, project, and portfolio techniques. Then formative assessments used by English teacher at MTs B are written tests, oral tests, and project techniques.

Meanwhile, the summative assessment used by English teacher at MTs A, is the SAS technique. At MTs B used STS

and SAS techniques. MTs A and MTs B only used a few assessment techniques.

2. The Obstacles during the Implementation of the Merdeka Curriculum

As a school driving the Merdeka Curriculum, MTs A and MTs B encountered several obstacles. The obstacles in implementing the Merdeka Curriculum at MTs A as a Public Islamic Junior High School include being burdened with how to implement this Merdeka Curriculum properly and correctly. Preparation is short, but it is required to implement the Merdeka Curriculum. Teachers must diagnose student differentiation, take an approach according to students' learning styles, and understand Learning Outcomes (CP), Flow of Learning Objectives (ATP), and teaching modules in a short time. Teachers need to update their IT skills. The time allocation and class hours have increased due to P5 activities, so the burden on teachers has increased, from teaching only their respective subjects, now also teaching P5 subjects.

Meanwhile, the obstacles in implementing the Merdeka Curriculum at MTs B as a Private Islamic Junior High School include being burdened with how to implement this Merdeka Curriculum properly and correctly. Teachers need to be given concrete examples of implementing differentiation in the classroom. Differentiation is not only written in the teaching module but must be implemented properly in the classroom. In addition, teachers are hampered in implementing student-centered learning in the 2022-2023 school year, because the number of students in one class is around 40 students. Finally, the implementation of differentiation is not running optimally.

3. The Solutions to Overcome the Obstacles during the Implementation of the Merdeka Curriculum

Based on the obstacles that have been stated by English teachers, there were solutions to overcome them. From the results of interviews, the researcher has conducted about the solutions, it can be concluded that:

Table 4.19
The Results of the Solutions

MTs A	MTs B
To overcome teacher confusion regarding the creation of Learning Outcomes (CP), Flow of Learning	To overcome teachers' concerns about implementing the Merdeka Curriculum

<p>Objectives (ATP), teaching modules, and teachers' understanding of the Merdeka Curriculum, the school holds training and workshops for teachers.</p> <p>In dealing with additional teaching time for teachers involved in the teaching and learning process in the P5 subject, the government can add to SIMPATIKA, the honorarium for teachers who teach the subject of P5.</p>	<p>properly and correctly, the school has provided training for teachers.</p> <p>In addition, to overcome teachers' difficulties in implementing student-centered learning, the school has reduced the number of students in the class. Which was initially 40 students, now divided into around 30-35 students in the class.</p> <p>The government should provide real examples of the application of differentiation in the classroom. So, that teachers have references and are not confused about implementing this differentiation.</p>
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MTs A provides solutions to overcome the problems experienced by teachers in the process of implementing the Merdeka Curriculum. The solution is to hold training and workshops. In addition, for teaching time for teachers involved in the teaching and learning process of P5 subjects, the government must increase SIMPATIKA, the honorarium for teachers who teach P5 subjects.

Meanwhile, MTs B organized training for their teachers. The solution is to provide training to teachers and rearrange the number of students in the class.