

ABSTRACT

Ekowati Kusumaningrum. 1810510104. "ANALYSIS OF ENGLISH TEACHERS READINESS IN IMPLEMENTING THE MERDEKA CURRICULUM." State Islamic Institute of Kudus.

Responding to the curriculum changes that have recently occurred in education, all educational units are required to use the Merdeka Curriculum, which the Ministry of Education and Culture has established as the basis for implementing learning in schools. This is not much related to the teacher as the main role in learning. This research aims to determine whether or not an English teacher is ready to face the Merdeka Curriculum, and also to determine the supporting and inhibiting factors in implementing the Merdeka Curriculum.

This type of research is field research using a descriptive qualitative approach. The data collection method uses observation, interviews and documentation. The data sources are the actions and words of 3 informants, namely English teachers from three different schools, and passive observations carried out by the researcher at the junior high school level where the informants teach. After the data is collected, testing the validity of the data is carried out using data triangulation techniques or by looking for data that supports the formulated research objectives. After finding the desired data, the findings were then analyzed using existing theory and then presented in the form of research results which were presented as follows, first about English Teacher Readiness, which were divided into 6: (1) Understanding of meaning and structure Merdeka Curriculum, (2) Learning Planning Readiness, (3) Learning Process Readiness, (4) Learning Project Readiness, (5) Facilities and Infrastructure Readiness, (6) Learning Assessment Readiness. The second, supporting factors include training regarding understanding the Merdeka Curriculum, providing examples of learning planning documents, the importance of English language education in elementary schools, adequate facilities and infrastructure as well as financial assistance which is really needed in implementing the Merdeka Curriculum. Factors that hinder the implementation of the Merdeka Curriculum include teachers' very poor understanding, the absence of examples of learning planning documents that can be used as a reference, limited students' ability to speak English from an early age, lack of necessary facilities and infrastructure, financial limitations that hinder the development of the Curriculum. This freedom.

Keywords: Readiness, English Teachers, Merdeka Curriculum.