

**ISLAMIC EFL TEACHER'S PRACTICES IN INDEPENDENT
CURRICULUM IMPLEMENTATION: A CASE STUDY AT
PONDOK PESANTREN DARUSSALIM**

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**ANTASARI STATE ISLAMIC UNIVERSITY
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**ISLAMIC EFL TEACHER'S PRACTICES IN INDEPENDENT CURRICULUM
IMPLEMENTATION: A CASE STUDY AT PONDOK PESANTREN
DARUSSALIM**

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Presented to Faculty of Tarbiyah and Teacher Training
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Sarjana Pendidikan

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I, the undersigned, Nur Sobah, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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ABSTRACT

Nur Sobah. 2024. Islamic EFL Teacher's Practices in Independent Curriculum Implementation: A Case Study at Pondok Pesantren Darussalim. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Dr. Hj. Raida Asfihana, M. Pd.

Keywords: Independent Curriculum Practice; Islamic Boarding School; Teacher Challenges; Islamic Teacher; English as a Foreign Language (EFL)

The independent curriculum is an education policy that aims to give schools and teachers the freedom to develop a curriculum that suits the needs of students and the local context. However, its current implementation presents several probelamatics for teachers and learners. Therefore, this study aims to find out how the implementation of the independent curriculum is practiced by EFL teachers at Darussalim Islamic Boarding School and what challenges they face. Using a case study research design. This research was conducted at Darussalim Islamic Boarding School. The researcher observed classroom learning activities and interviewed 3 EFL teachers with 3 different levels. Observations and interviews provided data on how the implementation of the independent curriculum is practiced by EFL teachers at the Islamic boarding school, while the results of the interviews provided data related to the challenges that EFL teachers face. The results showed that in the planning stage, the EFL teachers had good initial readiness, this could be seen from their efforts in attending the in-house training (IHT). At the implementation stage, teachers succeeded in creating a religious, contextual, and collaborative atmosphere. While at the evaluation stage, the level of teacher readiness varies based on their understanding and training experience. The challenges faced are quite significant, namely: limited teacher understanding, limited training, lack of technology facilities, lack of technology utilization, and policies that limit the use of technology by students in the learning process.

ABSTRAK

Nur Sobah. 2024. *Islamic EFL Teacher's Practices in Independent Curriculum Implementation: A Case Study at Pondok Pesantren Darussalim*. Skripsi. Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Dr. Hj. Raida Asfihana, M. Pd.

Keywords: Praktik Kurikulum Merdeka; Pondok Pesantren; Tantangan Guru; Guru Agama Islam; Bahasa Inggris sebagai Bahasa Asing

Kurikulum merdeka merupakan kebijakan pendidikan yang bertujuan memberikan kebebasan kepada sekolah dan guru dalam mengembangkan kurikulum yang sesuai dengan kebutuhan siswa dan konteks lokal. Namun pengimplementasiannya saat ini menghadirkan beberapa probelamatika untuk guru dan peserta didik. Oleh karena itu, penelitian ini bertujuan untuk mengetahui bagaimana penerapan kurikulum merdeka yang dipraktikkan oleh guru-guru EFL di Pondok Pesantren Darussalim dan apa saja tantangan yang mereka hadapi. Desain penelitian ini menggunakan studi kasus. Penelitian ini dilakukan di Pondok Pesantren Darussalim. Peneliti mengamati kegiatan pembelajaran dikelas dan mewawancarai 3 orang guru EFL dengan 3 tingkatan yang berbeda. Observasi dan wawancara memberikan data bagaimana penerapan kurikulum merdeka yang dipraktikkan oleh guru-guru EFL di pondok pesantren, sedangkan hasil wawancara memberikan data terkait tantangan yang para guru EFL hadapi. Hasil penelitian menunjukkan bahwa di tahap perencanaan, para guru EFL telah memiliki kesiapan awal yang baik, hal ini terlihat dari upaya mereka dalam mengikuti pelatihan in-house training (IHT). Di tahap pelaksanaan guru berhasil menciptakan suasana religius, kontekstual, dan kolaboratif. Sedangkan pada tahap evaluasi, tingkat kesiapan guru bervariasi berdasarkan pemahaman dan pengalaman pelatihan. Tantangan yang di hadapi cukup signifikan, yakni: keterbatasan pemahaman guru, keterbatasan pelatihan, minimnya fasilitas teknologi, kurangnya pemanfaatan teknologi, serta kebijakan yang membatasi penggunaan teknologi oleh siswa dalam proses pembelajaran.

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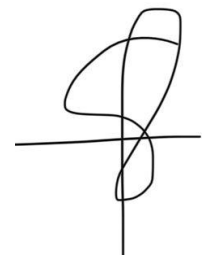
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December, 16th, 2024 A.D

A handwritten signature in black ink, consisting of a series of loops and a vertical line extending downwards from the center.

Nur Sobah

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