

## APPENDICES

### Appendix I

#### Translation of Qur'an Verse and Hadith

No.	Page	Surah/Verse	Translation	Terjemahan
1.	2-3	Al-Baqarah/ 164	Indeed, in the creation of the heavens and the earth, the alternation of night and day, the ark that sails on the sea carries what is useful for humans, and what Allah sent down from the sky in the form of water, then with that water He revived the earth after it had died (dry) and He scattered on the earth all kinds of animals, and the distribution of winds and clouds controlled between heaven and earth; Indeed (there are) signs (of the oneness and greatness of Allah) for a people who think.	Sesungguhnya dalam penciptaan langit dan bumi, silih bergantinya malam dan siang, bahtera yang berlayar di laut membawa apa yang berguna bagi manusia, dan apa yang Allah turunkan dari langit berupa air, lalu dengan air itu Dia hiduskan bumi sesudah mati (kering)-nya dan Dia sebarkan di bumi itu segala jenis hewan, dan pengisaran angin dan awan yang dikendalikan antara langit dan bumi; sungguh (terdapat)

				tanda-tanda (keesaan dan kebesaran Allah) bagi kaum yang memikirkan.
2.	3	(H.R Al- Bukhari)	Be you a person of knowledge, or a person who seeks knowledge, or a person who wants to listen to knowledge, or a person who loves knowledge, and don't be the fifth person, then you will be in trouble.	Jadilah engkau orang berilmu, atau orang yang menuntut ilmu, atau orang yang mau mendengarkan ilmu, atau orang yang menyukai ilmu, dan janganlah engkau menjadi orang yang kelima maka kamu akan celaka.

## **Appendix II**

### **Interview Guide**

#### **Interview Questions for Students :**

1. How long/Since when have you been study with Independent Learning Curriculum?
2. Do you like learning with Independent Learning Curriculum?
3. How do you like learning Independent Learning Curriculum?
4. Does Independent Learning Curriculum have benefits for you? How?
5. Does the curriculum make you understand the material easier? Why?
6. Is there any difficulty in learning in class? What is it?
7. How do you face the difficulties?

#### **Interview Questions for Teachers:**

1. How long have you been teaching?
2. How long/ Since when have you been implementing Independent Learning Curriculum?
3. What do you know about Independent Learning Curriculum
4. What method do you usually use?
5. Do the students like the method you use?
6. Do you have any benefits in implementing Independent Learning Curriculum? what is/are the benefit/s?
7. Is there any development in students' score and character while implementing Independent Learning Curriculum?

8. Do you find any difficulties in implementing Independent Learning Curriculum? what is/are the challenge/s?
9. What was the reaction of students when they could not understand the material that you taught?
10. What are the factors that cause the challenges?
11. How do you face the challenges?
12. How do the results differ student achievements when using the curriculum previously with Independent Learning Curriculum?
13. Which one do you prefer or easier? Independent Learning Curriculum or previous Curriculum?

### Appendix III

#### Observation Sheet

##### A. Identitas

1. Satuan Pendidikan :
2. Nama Guru :
3. Mata Pelajaran :
4. Kelas/Smt :
5. Pokok Materi :

##### B. Petunjuk

1. Amati pembelajaran dari awal sampai akhir.
2. Berilah tanda  $\surd$  pada kolom keterlaksanaan sejumlah butir amatan sesuai dengan apa yang terjadi.
3. Isilah catatan seperlunya terkait keterlaksanaan butir-butir yang diamati

##### C. Observation Sheet

#### FORMAT FOR OBSERVATION OF INDEPENDENT LEARNING CURRICULUM IMPLEMENTATION

##### Skor:

1 = tidak baik

2 = cukup baik

3 = baik

4 = sangat baik

ASPEK YANG DIAMATI		Ya				Tidak	Catatan
		4	3	2	1		
A. KEGIATAN PENDAHULUAN							
1.	Mengkondisikan suasana pembelajaran yang kondusif.						
2.	Guru melakukan apersepsi atau mendiskusikan materi yang sudah dipelajari dan						

	dikembangkan sebelumnya berkaitan dengan materi yang akan dipelajari dan dikembangkan.						
3.	Guru menyampaikan tujuan pembelajaran yang akan dipelajari serta memberikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi.						
4.	Menyampaikan kompetensi dan profil pancasila yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.						
5.	Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.						
6.	Menyampaikan lingkup dan teknik penilaian yang akan digunakan.						
<b>B. KEGIATAN INTI PENGELOLAAN PEMBELAJARAN</b>							
1.	Guru mengembangkan kesepakatan dan kebiasaan positif di lingkungan belajar						

2.	Guru dapat mengorganisasikan siswa dengan baik seperti proses membentuk kelompok						
3.	Guru dapat membimbing siswa dalam kerja kelompok						
4.	Guru menguasai materi pelajaran.						
5.	Guru melaksanakan pembelajaran yang menumbuhkan partisipasi aktif peserta didik						
6.	Guru melaksanakan pembelajaran yang menumbuhkan profil pelajar Pancasila						
7.	Guru mendorong siswa untuk memanfaatkan sumber belajar yang ada di sekolah maupun di luar sekolah.						
8.	Guru menggunakan beberapa komunikasi dalam mengembangkan dan memelihara lingkungan belajar yang aman dan nyaman bagi murid.						

9.	Guru membangun kepercayaan diri dan menanamkan harapan yang tinggi pada murid.						
10.	Guru memotivasi murid berdasarkan konsep motivasi intrinsic (berasal dari dalam diri murid).						
11.	Guru mengelola perilaku murid yang sulit, namun tetap menghargai hak anak tersebut.						
12.	Guru memandu proses belajar yang menumbuhkan kemampuan bernalar kritis murid						
13.	Guru membantu siswa mendefinisikan dan mengorganisasikan tugas yang akan dilakukan						
14.	Guru menggunakan bahasa yang baik dan benar.						
15.	Guru memanfaatkan teknologi dan Informasi.						



C. PELAKSANAAN PENILAIAN							
1.	Guru melakukan asesmen terhadap karakteristik murid, kurikulum dan materi profil pelajar Pancasila.						
2.	Guru melakukan asesmen secara obyektif dan relevan bagi murid.						
3.	Guru melaksanakan asesmen terhadap pengetahuan, sikap keterampilan murid						
D. PENUTUP							
1.	Membimbing murid untuk membuat rangkuman/ simpulan kegiatan pembelajaran.						
2.	Guru memberikan umpan balik yang spesifik dan bermakna bagi murid.						
3.	Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai						

	dengan hasil belajar peserta didik						
4.	Menyampaikan rencana pembelajaran pada pertemuan berikutnya.						

**Appendix IV**  
**Observation Sheets**

FORMAT OF INDEPENDENT LEARNING CURRICULUM TOOL STUDY

**Skor:**

1 = tidak baik

2 = cukup baik

3 = baik

4 = sangat baik

Aspek Yang Diamati		Ya				Tidak	Catatan
<b>A. Kelengkapan komponen minimum</b>		4	3	2	1		
	Apakah sudah ada tujuan pembelajaran, langkah-langkah pembelajaran, dan asesmen pembelajaran yang jelas?						
<b>B. Esensial Dan Bermakna</b>							
	Kejelasan perumusan tujuan pembelajaran memenuhi kriteria SMART (Specific, Measurable, Achievable, Relevant, dan Time) (tidak menimbulkan penafsiran ganda dan mengandung perilaku hasil belajar)						

	Apakah modul ajar memuat tujuan pembelajaran yang sesuai selaras dengan CP yang dituju?						
	Apakah konsep utama yang akan dipelajari, pengetahuan inti, keterampilan, dan sikap yang akan dipelajari tertera secara jelas?						
	Apakah konten yang dipelajari sudah bebas dari muatan SARA pornografi, pornoaksi, dan provokasi						
	Apakah terdapat pertanyaan bermakna dan pertanyaan pemantik yang menysasar konsep inti?						
	Apakah alur kegiatan disusun secara runtut, sistematis, sesuai dengan alokasi waktu?						
	Apakah rangkaian kegiatan berorientasi pada penguatan kompetensi dan kemampuan berpikir area tinggi?						

	Apakah modul ajar menyertakan berbagai kegiatan (termasuk remedial dan pengayaan) yang berpusat pada siswa/ menjadikan siswa peserta aktif?						
	Apakah ada asesmen awal pembelajaran beserta cara penilaiannya untuk mengecek kesiapan siswa?						
	Apakah asesmen yang termuat secara jelas mengukur ketercapaian Tujuan Pembelajaran?						
	Apakah bentuk asesmen memberikan umpan balik pada proses belajar siswa?						
	Apakah kriteria untuk mengukur ketercapaian Tujuan Pembelajaran tertera secara jelas						
<b>C. Berkesinambungan</b>							
	Apakah urutan pembelajaran sistematis dan logis?						

	Apakah terdapat pertanyaan kunci yang membantu guru dan siswa untuk merefleksikan kegiatan pembelajaran di kelas?						
	Apakah asesmen yang tertera di modul ajar selaras dengan kegiatan pembelajaran?						
<b>D. Kontekstual</b>							
	Apakah modul ajar memuat alternatif kegiatan untuk diimplementasikan pada lingkungan sekolah yang berbeda?						
	Apakah modul ajar dapat mengakomodir siswa dengan kebutuhan yang berbeda?						
	Apakah modul ajar memuat kearifan lokal daerah setempat?						
<b>E. Sederhana</b>							

	Apakah modul ajar menggunakan bahasa yang jelas dan mudah dipahami?						
	Apakah bahasa/istilah yang digunakan mudah dipahami?						
<b>F. Komponen Pendukung</b>							
	Apakah pemilihan sumber/media pembelajaran sesuai dengan tujuan, materi, dan karakteristik peserta didik?						
	Apakah ada kegiatan remedial atau pengayaan?						

**Appendix V**  
**Interview Script**

**Interview with Ms. E**

<b>Question</b>	<b>Answer</b>
How long have you been teaching?	The first time i came here i did not teach English, but i taught BTA. But if it is counted from the first time I teach here, it has been nine years.
How long/ Since when have you been implementing Independent Learning Curriculum?	As we know SMPN 16 is Sekolah Penggerak right? This school has been using Independent Learning Curriculum Since 3 years ago, but for me, I have just been teaching for two years using the curriculum. Our school started the curriculum from 7th grade. At that time I teached at 8th and 9th grade. So, I started teaching them when they are in 8th grade.
What do you know about Independent Learning Curriculum	Independent Learning Curriculum means the curriculum that free the teachers in learning activities. But it is not full range of freedom, free but still in its corridors. For instance, freedom of speech, freedom of choosing learning styles, freedom of doing task. Because we use differentiated learning. There is also work in groups, learning according to their interests



	and skills, sometimes when they work in groups, sometimes homogen sometimes heterogen.
What method do you usually use?	I often use discovery method, for problem-based learning I do it rarely because sometimes students could not find the problem and need our instructions. It has to suit the students' competence. We can not set the standard without knowing their background because in elementary school they did not learn English before. We should do it step by step so they can understand.
Do the students like the method you use?	It seems like the students like all the methods, except speech method. They can get bored. So, any method as long as we insert something that can motivate them such as quiz or ice breaking, they will like it..
Do you have any benefits in implementing Independent Learning Curriculum? what is/are the benefit/s?	A lot. from Independent Learning Curriculum we can know students interest and students' learning styles. For instance, student A's learning style is kinesthetic, so they can't really sit right? So we can modify our way of teaching into practice. but in one meeting we can not facilitate all of learning styles. Therefore, we can find the dominant, if it in the class there are

	<p>three styles of learning, kinesthetic, audio, visual, we can teach them alternately. The goal is to increase student learning interest. So the higher students' interest in learning the more they can achieve the objective if we compare when they don't have any interest. Even when we force or give them punishment, it still not work.</p>
<p>Is there any development in students' score and character while implementing Independent Learning Curriculum?</p>	<p>I think their scores are increasing because they learn according to their interests. So the higher students' interest in learning they can achieve the objective of learning, it influences their scores. But, scores are not the standard whether the students are success or not. The students' characteristic are also formed by P5 activity, and also in modul ajar we included character of pancasila students. That is why every class is given class beliefs, such as respect each other, keep the class clean and keep good values, it can improve students' characteristic. Compare to the previous curriculum, we only use syllabus and KD without paying attention with students' characteristics.</p>

<p>Do you find any difficulties in implementing Independent Learning Curriculum? what is/are the challenge/s?</p>	<p>the challenge is to pick the right teaching technique for them. For instance, we want the students are good in speaking, the we gave them the material in the form of audio. There is the challenge there. Whether the students understood the material or whether they intrested or not, that is the challenge.</p>
<p>What was the reaction of students when they could not understand the material that you teached?</p>	<p>They usually just keep silent. If I asked them whether the got it or not they just keep quiet. There are some who did not understand and shy to ask a question. I usually reviewed the material or point certain students, then they will speak.</p>
<p>What are the factors that cause the challenges?</p>	<p>The factor is my nescience about the students' characters, we can not understand all the hundred of students personally, right?. It also my personal skill to know and understand how the students are, it is limited. If it is for people who have ability for knowing people behaviour, it might be easier for them, but for me, i have difficulty about that. Like why did this student behaving like this or whatsoever, it is not easy.</p>
<p>How do you face the challenges?</p>	<p>I learn more. I try to have more interactions with my students, the</p>

	more I do it the more I gain the information.
How do the results differ student achievements when using the curriculum previously with Independent Learning Curriculum?	<p>If is was K13, we were charged for one goal, this is the standard, the students must fill the standard, right?.</p> <p>In independent learning curriculum we have various standard. Fair does not mean we share the same part of stuff. There are students who are slow learners, and some fast learners. In k13 we just derive only one result. If their scores are more kkm then they success and if they were not, means they failed. In Independent Learning curriculum we have various ways such us kktm in every sub bab material.</p>
Which one do you prefer or easier? Independent Learning Curriculum or previous Curriculum?	<p>Independent learning curriculum, because we are free to choose to teach and what method we use for teaching. In this curriculum teachers are given the freedom to choose whether thay teach inside or outside the classroom, in groups or individuals. We can also set our objectives of learning, we are only given CP. the difficulty is to determine the essensial material for each level. Because the Junior High School is one phase, Phase D. In phase D there is no limitation between 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grade. We have to</p>

	<p>determine the esensial material for 7<sup>th</sup> grade, 8<sup>th</sup> grade, and 9<sup>th</sup> grade, if it is from the start we did not discuss it, we will lose some materials, or the material are taught twice. For instance, when I teached in 8<sup>th</sup> grade, they should have been taught about regular and irregular verbs in 7<sup>th</sup> grade. But there are some students who did not really understand. It is either the students who miss the material or the teacher, we don't know.</p>
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### Interview with Mr. R

Question	Answer
How long have you been teaching?	I've been teaching more than 25 years.
How long/ Since when have you been implementing Independent Learning Curriculum?	We've started since 2020 I think. It has been 3 years.
What do you know about Independent Learning Curriculum	This curriculum frees the teachers to create. Create the lesson plan. We are free to choose our material. And we are free to choose our methods.
What method do you usually use?	Sometimes I use direct method, sometimes gestures, I use so many many methods in class. The important thing is how to make the class interesting make the students interested in our class.

Do the students like the method you use?	Yes, Alhamdulillah.
Do you have any benefits in implementing Independent Learning Curriculum? what is/are the benefit/s?	We can speak freely. We feel happy because the students feel happy when we teach english. When using lcd and video it is suitable for their age and their competence, and interesting for the students. They also feel excited in learning English.
Is there any development in students' score and character while implementing Independent Learning Curriculum?	Of course, students' scores are getting better and the characteristics are getting better too. Students tend to have good communication with me. When they meet me they always greet me and try to talk to me. In class when they wanted to go to the toilet they would said it in English. when the students meet me they always greet me with good morning, sir and how are you. Its like they kind of have good communication with me, with what I teached, they try in daily life. 'where is the bahasa indonesia teacher?' 'where is the english teacher', they asked me in English. If they go the wash room, they will say
Do you find any difficulties in implementing Independent Learning Curriculum? what is/are the challange/s?	No problem with this curriculum. Because we are free to choose our material, make our class interesting and students understand.

<p>What was the reaction of students when they could not understand the material that you taught?</p>	<p>Sometimes they asked questions, sometimes they make body language to show that they don't understand, sometimes they just keep silent, so teacher must be active and sensitive. Do they have problem or not.</p>
<p>What are the factors that cause the challenges?</p>	<p>-</p>
<p>How do you face the challenges?</p>	<p>-</p>
<p>How do the results differ student achievements when using the curriculum previously with Independent Learning Curriculum?</p>	<p>The result especially is in their activeness. It is better. They very intrested to speak english with me. When they came to the canteen, and meet me. They are very entuthiast to talk with me in Eglish.</p>
<p>Which one do you prefer or easier? Independent Learning Curriculum or previous Curriculum?</p>	<p>I think this is easier, because we are free to choose our method, our material, there is no limitation.</p>

**Appendix VI****Official Letters****SURAT PERSETUJUAN**

Skripsi yang berjudul : THE ADVANTAGES AND CHALLENGES IN  
IMPLEMENTING INDEPENDENT LEARNING  
CURRIULUM (KURIKULUM MERDEKA BELMAR

Ditulis oleh : Puteri Nur Syifa Nindita Arifah

NIM : 190101030548

Jurusan : TBI

Semester : VIII (8)

Alamat : Jl. Ampera Raya No. 16 A, Teluk Tiram.

Setelah diteliti dan diadakan perbaikan seperlunya, saya dapat menyetujuinya untuk dilakukan riset.

Banjarmasin, 16 Mei 2023

**Dosen Pembimbing**



Drs. Saadillah, M. Pd

NIP.: 196405201992031006





**PEMERINTAH KOTA BANJARMASIN  
DINAS PENDIDIKAN  
SMP NEGERI 16 BANJARMASIN**



**Jl. Simpang Limau 3 No 47 Rt 28 Banjarmasin Timur ' 0511-3254496**

**SURAT KETERANGAN SELESAI RISET**

Nomor : 423.4/136 SMP.16/Dipendid/2023

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 16 Banjarmasin menerangkan bahwa :

Nama : Puteri Nur Syifa Nindita Arifah  
 NIM : 190101030548  
 Fakultas / Jurusan : Tarbiyah dan Keguruan / TBI  
 Judul Penelitian : "The Advantages and Challenges in Implementing Independent Learning Curriculum (Kurikulum Merdeka Belajar)"

Bahwa mahasiswa tersebut di atas benar - benar telah melaksanakan Riset di SMP Negeri 16 Banjarmasin dari tanggal 18 September 2023 sampai dengan 18 November 2023

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Banjarmasin, 23 November 2023

Kepala Sekolah,



*Maxitop*  
 Tonli Maxitop, M.Pd  
 Pembina Tingkat I  
 NIP 19711208 199412 1 001

## DOCUMENTATION







## **CURRICULUM VITAE**

### **I. Personal Details**

Name : Puteri Nur Syifa Nindita Arifah  
 Place and Date of Birth : Banjarmasin, February 13<sup>th</sup>, 2001  
 Gender : Female  
 Marital Status : Single  
 Religion : Islam  
 Nationality : Indonesia  
 Parents : Didit Nur Ukcahyo dan Masnuriah  
 Sibling : Putera Nurullya Nanda

### **II. Formal Educational Background**

2005 - 2006 : TK. Islam Al-Ikhlas Banjarmasin  
 2007 - 2013 : State Elementary School of Teluk Tiram 8  
 2013 - 2016 : State Islamic Junior High School Mulawarman  
 2016 - 2019 : State Islamic Senior High School 2 Model  
 2019 - 2023 : English Education Department of Antasari State Islamic University  
 Banjarmasin

### **III. Organization Experience**

2021 : volunteer committee of international events 2021 ESA UIN Antasari  
 Banjarmasin

### **IV. Achievement**

2015: Juara 1 Kejuaraan Tenis Meja Putri dalam Ajang Kompetisi Seni dan Olahraga (Aksioma) se- Kota Banjarmasin  
 2017 : Juara 1 Kejuaraan Tenis Meja Putri dalam Ajang Kompetisi Seni dan Olahraga (Aksioma) se- Kota Banjarmasin  
 2018 : Juara 2 English Debate Competition oleh English Student Association STKIP PGRI  
 2018 : Juara 3 Kejuaraan Tenis Meja Walikota CUP Kota Banjarmasin  
 2019 : Juara 1 Tenis Meja Maba Cup UIN Antasari Banjarmasin  
 2020-2021 : Program Pembelajaran Intensif Bahasa Inggris untuk Mahasiswa Unggulan UIN Antasari Banjarmasin 2020-2021