

**PRE-SERVICE TEACHER EXPERIENCES IN
IMPLEMENTING MERDEKA CURRICULUM IN TEACHING
PRACTICE 2 PROGRAM**

**BY
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**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2024 AD / 1445 AH**

**PRE-SERVICE TEACHER EXPERIENCES IN IMPLEMENTING
MERDEKA CURRICULUM IN TEACHING PRACTICE 2 PROGRAM**

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in partial fulfillment of the requirements for the degree of
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By

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I, the undersigned, Maulida Hasanah, 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

Maulida Hasanah. 2024. Pre-service Teacher Experiences In Implementing Merdeka Curriculum In Teaching Practice 2 Program. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Dr. Hj. Nida Mufidah, M. Pd.

Keywords: Pre-Service Teacher, Merdeka Curriculum, Teaching Practice

Changing the curriculum is an effort made by the government to improve the quality of education. The merdeka curriculum is the latest curriculum implemented by the government in schools. In its application, sometimes educators and education personnel experience challenges, especially for perception of pre-service English teacher who practice teaching in schools. Thus, it requires a long adaptation because this is still classified as something new for educators and education personnel. This research is to find out the challenges faced by pre-service teachers when implementing the merdeka curriculum in teaching practice at school.

This study aims (1) to find out the challenges faced by pre-service English teachers in implementing merdeka curriculum when teaching practice 2 program, and (2) to find out the perceptions of pre-service English teacher in implementing merdeka curriculum when teaching practice 2 program. This study is a qualitative research using the Narrative Inquiry method to find out the experiences of pre-service teachers in implementing the merdeka curriculum, especially the challenges they face and how do they perception the merdeka curriculum. In collecting data, the researcher conducted interviews with ten respondents of English students class of 2020 who had done teaching practice 2 programs in seventh semester with eight questions.

The results show that pre-service English teacher experience several varied challenges in implementing the merdeka curriculum, namely difficulties in designing teaching modules, difficulties in class management, lack of knowledge of the merdeka curriculum, lack of readiness skill like self-preparation in conducting lessons, difficulties in making teaching media, and lack of IT facilities at school and understanding of IT. In addition, pre-service English teachers' perceptions in implementation merdeka curriculum majority show positive which the implementation of merdeka curriculum can facilitate educators in the teaching and learning process and provide freedom for students to learn according to their interests to make them creative and active in the classroom. While the others show negative implications, which with the implementation of the merdeka curriculum makes pre-service English teacher face several challenges that make them dizzy and confused.

ABSTRAK

Maulida Hasanah. 2024. *Pengalaman Calon Guru dalam Menerapkan kurikulum Merdeka pada Program Praktek Pengalaman Lapangan (PPL) 2*. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Pembimbing: Dr. Hj. Nida Mufidah, M. Pd.

Kata kunci: Calon Guru, Kurikulum Merdeka, Praktek Pengalaman Lapangan

Pergantian kurikulum adalah upaya yang dilakukan pemerintah untuk meningkatkan kualitas pendidikan. Kurikulum merdeka merupakan kurikulum terbaru yang diterapkan pemerintah disekolah-sekolah. Dalam penerapannya terkadang pendidik dan tenaga kependidikan mengalami tantangan-tantangan, khususnya bagi calon guru yang melakukan praktek pengalaman lapangan di sekolah. Sehingga, memerlukan adaptasi yang cukup lama karena ini masih tergolong sesuatu yang baru bagi pendidik dan tenaga kependidikan. Penelitian ini untuk mengetahui tantangan yang dihadapi calon guru ketika menerapkan kurikulum merdeka dalam praktek pengalaman lapangan disekolah.

Tujuan Penelitian ini adalah (1) untuk mengetahui tantangan-tantangan yang dihadapi calon guru Bahasa Inggris dalam menerapkan kurikulum merdeka ketika program Praktek Pengalaman Lapangan 2, dan (2) untuk mengetahui persepsi guru dalam menerapkan kurikulum merdeka ketika program praktek pengalaman lapangan 2. Penelitian ini merupakan penelitian kualitatif dengan menggunakan metode Narrative Inquiry dalam mengetahui pengalaman calon guru dalam menerapkan kurikulum merdeka khususnya tantangan yang dihadapi dan bagaimana persepsi mereka mengenai kurikulum merdeka. Dalam mengumpulkan data, peneliti melakukan wawancara dengan sepuluh orang responden mahasiswa Bahasa Inggris angkatan 2020 yang telah melakukan Program Praktek Pengalaman Lapangan 2 di semester tujuh dengan delapan pertanyaan.

Hasilnya menunjukkan bahwa calon guru mengalami beberapa tantangan yang bervariasi dalam menerapkan kurikulum merdeka yaitu kesulitan dalam mendesain modul ajar, kesulitan dalam management class, kurangnya pengetahuan terhadap kurikulum merdeka, kurangnya persiapan diri dalam melakukan pembelajaran, kesulitan dalam membuat media pembelajara, serta kurangnya fasilitas IT disekolah dan pemahaman terhadap IT. Selain itu, persepsi calon guru tentang penerapan kurikulum merdeka juga sebagian besar menunjukkan implikasi positif dimana dapat memudahkan pendidik dalam proses belajar mengajar serta memberikan kebebasan kepada peserta didik untuk belajar sesuai dengan minatnya sehingga membuat mereka kreatif dan aktif di dalam kelas. Selanjutnya persepsi calon guru juga menunjukkan implikasi negatif, dimana dengan adanya penerapan kurikulum merdeka membuat calon guru menghadapi beberapa tantangan yang membuat mereka pusing dan kebingungan.

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الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ الصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ
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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Ramadhan, 7th 1445 A.H
March 18th, 2024 A.D

Writer

TRANSLITERATION

Surah	Indonesia	English
Al-Baqarah : 31	Dan Dia mengajarkan kepada Adam nama-nama (benda-benda) seluruhnya, kemudian mengemukakannya kepada para Malaikat lalu berfirman: "Sebutkanlah kepada-Ku nama benda-benda itu jika kamu mamang benar orang-orang yang benar!"	And Allah taught Adam the names of all things, then presented them to the angels and said: " Tell me the names of these things, if you are truly righteous."

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