

CHAPTER I

INTRODUCTION

A. Background of Study

In the field of education, the success of the teaching and learning process is strongly influenced by the quality of instructional planning. One of the most fundamental elements of a well-prepared lesson plan is the learning objective. Learning objectives function as a clear and measurable statement of what students are expected to achieve after a learning activity. They serve as the compass that guides educators in selecting teaching methods, learning materials, assessments, and classroom strategies. Without well-formulated objectives, the learning process can become vague, inconsistent, and difficult to evaluate. Learning objectives are not merely administrative requirements. They represent the educational intentions behind each instructional activity and play an essential role in supporting student achievement. Effective objectives ensure that instruction is focused, targeted, and student-centered. They help teachers determine appropriate learning strategies and assessment tools, while also helping students understand what is expected of them. Learning objectives also create a transparent learning environment, where both teacher and student can track progress toward specific competencies. To ensure that learning objectives are pedagogically sound, teachers often rely on theoretical frameworks such as Bloom's Taxonomy. Originally developed

by Benjamin Bloom in 1956 and revised by Anderson and Krathwohl in 2001, Bloom's Taxonomy classifies learning into six hierarchical cognitive levels: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Each level represents a progressively deeper form of thinking, from simple recall of information to complex synthesis and innovation. This taxonomy provides a structured approach to formulating learning objectives, especially by using specific operational verbs that correspond to each cognitive level. For example, verbs such as list, identify, and recall are associated with lower-order thinking skills (LOTS), while verbs like design, construct, and evaluate indicate higher-order thinking skills (HOTS). By selecting appropriate verbs, educators can design objectives that are measurable, observable, and aligned with desired outcomes. In addition to Bloom's Taxonomy, educators are also encouraged to formulate learning objectives using the SMART criteria. SMART is an acronym for Specific, Measurable, Achievable, Relevant, and Time-bound. The SMART framework helps teachers create objectives that are clear, focused, and realistic, while still challenging enough to support growth. When combined with Bloom's Taxonomy, the SMART model ensures that each learning objective is academically rigorous and practically implementable in the classroom. This integration is particularly useful in ensuring that instructional goals remain meaningful and attainable for a diverse range of learners. The importance of well-formulated learning objectives becomes even more evident in the context

of curriculum reform, such as Indonesia's Kurikulum Merdeka (Independent Curriculum). As the latest national curriculum model, Kurikulum Merdeka emphasizes student-centered learning, flexibility, and the development of holistic competencies, including those outlined in the Profil Pelajar Pancasila. The curriculum shifts away from rigid content delivery and instead promotes personalized learning paths, creativity, critical thinking, and real-world problem solving. In this context, teachers are not only expected to teach content but also to guide students in becoming independent, responsible, and socially conscious individuals. To achieve these goals, the formulation of learning objectives must go beyond academic content and incorporate higher-order thinking skills, affective development, and in some cases, psychomotor domains. Teachers are encouraged to design objectives that integrate 21st-century skills, such as collaboration, digital literacy, and innovation. However, the flexibility offered by the Merdeka Curriculum also presents new challenges. Many teachers particularly pre-service teachers struggle with balancing curricular freedom and instructional structure. They must navigate open-ended learning outcomes while ensuring that their lesson plans are still systematic, purposeful, and measurable. Moreover, pre-service teachers may find it difficult to adapt the theory they have learned in teacher training programs to the realities of classroom instruction. Differentiating instruction, adjusting to student diversity, and implementing complex approaches such as Project-Based Learning (PjBL) all require a deep

understanding of both pedagogical theory and classroom dynamics. In this situation, the ability to formulate effective learning objectives becomes even more critical. Learning objectives serve as the bridge between curriculum goals and classroom activities. They help novice teachers stay focused, make informed instructional decisions, and ensure that learning remains aligned with desired competencies. Given these factors, there is a growing need to investigate how pre-service teachers understand and apply the concept of learning objectives in real teaching contexts. Are they able to formulate objectives that align with Bloom's Taxonomy and SMART principles? Do they understand how to design objectives that reflect the goals of the Merdeka Curriculum? What challenges do they face in this process? This study aims to answer these questions by analyzing the ability of student teachers particularly those enrolled in the Teaching Practice 1 (PPL 1) program to design learning objectives in their lesson plans. The research also seeks to identify the challenges they encounter, especially in applying theoretical knowledge to practical contexts, integrating curriculum values, and aligning objectives with diverse learner needs. Through this study, it is hoped that insights can be gained to strengthen teacher education programs and support the development of effective, reflective, and curriculum-responsive educators.

In lesson planning, the formulation of clear and effective learning objectives is a crucial first step, as it determines the direction of instruction, the strategies employed, and the methods used to assess

student achievement. Well-written learning objectives not only provide guidance for teachers but also help students understand what is expected of them throughout the learning process. To ensure that learning objectives are well-formulated, teachers should refer to the SMART criteria, which stands for Specific, Measurable, Achievable, Relevant, and Time-bound. The SMART framework helps educators create objectives that are focused, realistic, observable in outcomes, aligned with both student needs and curriculum standards, and bound by a clear timeframe. By using this framework, learning objectives become more structured and easier to evaluate in terms of success and progress. In addition to applying SMART, learning objectives should also be developed based on the cognitive framework of Bloom's Taxonomy, which classifies thinking skills into six levels: Remembering (C1), Understanding (C2), Applying (C3), Analyzing (C4), Evaluating (C5), and Creating (C6). Each level is associated with specific operational verbs that help teachers state clearly and measurably what students are expected to do. For example, verbs such as list, identify, and classify correspond to lower-order thinking skills (C1–C2), while analyze, evaluate, and design represent higher-order thinking skills (C4–C6). By combining the SMART principles with Bloom's Taxonomy, teachers can formulate learning objectives that are not only aligned with curriculum standards but also well-targeted and appropriate to the cognitive development of students.

The new curriculum has a different format for lesson plans than the previous one. It means that teachers in Indonesia must modify their lesson planning methods in compliance with the most recent regulation in the Independent Curriculum. The regulation for an Independent Curriculum lesson plan was announced by the Ministry of Education in The Circular Letter of the Indonesian Ministry of Education and Culture No.14 of 2019 addressing the simplification of a lesson plan. Sesorina, (2014) defines a lesson plan as a sequence of activities that represent steps in the curriculum, with pauses before and after for analysis and preparation for the following lesson. Additionally, Woodward (2001) defines lesson planning as encompassing everything a teacher does when considering the next lesson, including visualization, resource review, or even contemplative moments staring at the ceiling. The criteria for teaching modules that have been previously outlined should serve as a reference when developing teaching modules. After establishing the principles from the above criteria, teachers must create teaching modules in accordance with the components specified based on needs. However, globally, the teaching module has the following components: a) General information component; b) Core component; c) Appendix. In the general information component, several points are included, namely: the identity of the module author, initial competencies, and the profile of Pancasila students. Facilities and Infrastructure, Student Targets, Learning Models.

Harmer, (2007) emphasizes two crucial reasons for lesson planning. First and foremost, the lesson plan serves as a roadmap for the teacher to be followed. Changes can be made creatively to adapt to what happens in the classroom, but at the end of the day, teachers can still refer to the lesson plan as a reference. It also has to do with the rapport between the instructor and the pupils. Teachers who plan ahead of time demonstrate their commitment to teaching and will receive positive feedback from learners. Moreover, as a teacher, we should stick to the lesson plan. It is also implied in the Al-Qur'an surah Al-Mujadilah verse 11:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُزُوا فَانْشُزُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

This verse emphasizes the need of knowledge and wisdom for Muslims, as well as the fact that advancement in knowledge can be attained via hard work and education. Based On Surah Al-Mujadillah (58:11), emphasizing the importance of giving space to others and respecting them in a social context, as well as honoring those who are knowledgeable with a higher status. This verse also implies that knowledge and science hold great value in the eyes of Allah, and those who possess knowledge will have their status elevated. and the relationship of the above verse with the title "Students' ability in designing

lesson plan based on independent curriculum: A reflection of teaching practice 1 course," there is a relevant connection between the message of this verse and the students' ability to design lesson plans based on the independent curriculum. This verse emphasizes the importance of knowledge and wisdom, which aligns with the significance of students' ability to design effective lesson plans as part of their teaching practice.

The meaning of this verse can be linked to the idea that students who possess good knowledge and pedagogical skills, as well as those who are serious about studying and preparing lesson plans, will achieve better results in teaching practice. They will be elevated in terms of competence and mastery of educational science. Independent curriculum requires students to independently design and implement learning plans, which reflects the importance of seeking knowledge, as emphasized in the verse. So, the message from this verse supports the urgency of the importance of education and the active role of students in developing their abilities, which will ultimately elevate their status in the field of education in accordance with Islamic values that emphasize the importance of knowledge. A new curriculum was unveiled in 2022 by Nadiem Makarim, Minister of Education, Culture. (Mendikbud). The curriculum, often known as the "Merdeka Curriculum," is a critical component of efforts to restore learning amid the Covid-19 pandemic. The talent and interest approach is the foundation of the Merdeka Curriculum, based on the National Education Standards Agency (BSPN 2022). Subjects can be

chosen by students based on their skills and passions. The Curriculum of Merdeka Curriculum differs from the previous curriculum in that the former curriculum used lesson plans, but the Independent Curriculum uses teaching modules rather than lesson plans. Teaching Modules, The Ministry of Education and Culture claims that on (2022), are a collection of media resources or facilities, developed procedures, instructions, and are systematically and interestingly designed. Which are well-planned and visually appealing. The flow of Learning Objectives created from the outcomes of Learning with the Pancasila Student Profile is implemented in Teaching Modules. Learning with a focus on the Pancasila Student Profile. The Teaching Module attempts to allow students to learn independently or without teacher support.

The curriculum acts as the cornerstone for reaching the necessary level of education during the learning-teaching process. It has been applied to provide pupils with a set of essential abilities. The curriculum is made up of all the educational activities that the school has organized and guided towards achieving its objectives (Barlian et al, 2022). Consequently, when applied to the field of education, the term "curriculum" refers to the distance that must be covered when carrying out tasks from start to finish. This idea aligns with Bobbitt's (1918) definition of a curriculum, which is defined as a full range of guided and unguided experiences intended to maximize each student's unique potential. The authority with the knowledge and ability to create must create the curriculum. Rohimajaya et

al., (2022) with an assessment based on these aspects cognitive, emotional, and psychomotor the 2013 curriculum aims to provide students with a balanced dose of cognitive, affective, and psychomotor. Azita et al., (2023) explained the 2013 curriculum's implementation involves interrelated planning, teaching, learning process, and learning evaluation. In addition, (Fujiati et al., 2020) stated that the most recent pedagogical developments in science-based learning activities are highlighted in the 2013 curriculum. Curriculum 2013 is a learning process that allows students to discover their own potential (Fujiati, Hartono, & Fitriati, 2020). It is expected of students to gain the attitudes, information, and abilities necessary. As part of the learning reform initiative, the Merdeka Curriculum was created as a more flexible curriculum framework, emphasizing the development of students' character and skills in addition to essential materials (Kemendikbud, 2022).

According to the government, the primary features of these curricula that aid in learning recovery are as follows: (1) project-based learning for the development of soft skills and character in accordance with Student Profile Pancasila; (2) emphasis on necessary materials to allow enough time for learning fundamental skills like reading and numeracy; and (3) flexibility for teachers to apply differentiated instruction based on student aptitude. An essential part of the Merdeka curriculum is identified in the student profile of Pancasila. Pupils who possess personality competencies grounded in the comprehensive and

profound principles of Pancasila are considered Pancasila students (Rohimajaya et al., 2022). As of right now, an independent curriculum is being used, and it will be implemented by 2022. An assessment of the previous curricula, specifically the Curriculum 2013, is done through the independent curriculum. Learning Purpose Streams (ATP), Students' Objectives (TP), and Learning Outcomes (CP) are included in the independent curricula. These were formerly known as Core Licences and Basic Competences (KI-KD) and Syllabus in the 2013 curricula. This autonomous curriculum still has issues with implementation even though it is an assessment of earlier curricula. The inability to determine specific and measured learning access is a problem that frequently occurs in the Curriculum when it comes to learning Outcomes (CP). With this method, students are free to select the subjects they wish to study, but they frequently do so without clear guidance (Aulia et al., 2023) Teaching Practice 1 (Guidebook for the Implementation of Field Experience Practices, 2017) attempts to prepare and hone student teaching abilities in the application of learning. In teacher preparation activities like teaching and learning and school management, it places a strong emphasis on student performance. As a result, it is anticipated that students will gain experience in professional teaching, programmer implementation, school environment interaction, and improving their practical teaching performance. They will also likely acquire soft skills like bettering

discipline, lowering anxiety, and managing good time management in the classroom (Shalihah, 2019).

In order to ensure that students receive the best instruction when the material is presented to them, it is imperative that efforts be made to enhance their proficiency in preparing the RPP. RPP is a learning scenario that educators must set up maturely to ensure that learning proceeds smoothly and the intended learning outcome is met. whether or not planning is done will determine whether or not a goal is accomplished (Nurjaman et al., 2018). Research on Students' Capability to Create Lesson Plans Using Independent Curriculum: An Examination of Teaching Practice 1 Course Previous research conducted by students, such as Andini Suryana (Suryana, 2019), under the title "Analysis Of English Teachers' Ability In Designing Lesson Plan Based on 2013 Curriculum at SMK Muhammadiyah 3 Pekanbaru," revealed that teachers faced difficulties when creating lesson plans. There are a few cases where teachers create planning in a way that is not in line with Permendiknas No. 22, 2016, and some other teachers create planning by simply copying existing online planning, even though the latter cannot be used or altered to meet the needs of students. About this research, there was similar research An Analysis of Curriculum 2013 (K-13) Lesson Plan Designed by the Pre-Service English Teacher (Khusniyah, 2015). This study used a descriptive qualitative approach. The qualitative data were obtained from pre-serve English teachers during the Microteaching class (PPL 1) and from

documentation as well as an interview. This study showed that most K-13 lesson plans designed by the pre-serve English teachers met the requirements of K-13 determined by the Minister of National Education Regulation No. 103 the Year 2014 about Curriculum 2013 study Guide for Elementary and secondary school. Previous research conducted by Susilo Dwi Novianto (Noviyanto, 2020) focused on analysis of learning plans made by an English teacher. This research focuses on students' ability to design independent curriculum-based learning plans in practice 1. The focus component of the lesson plan is learning media. Teaching modules are educational tools or learning designs based on the curriculum, applied with the aim of achieving the established competency standards. Teaching modules play a crucial role in supporting teachers in designing lessons. In the preparation of educational tools, the teacher plays an important role; teachers are encouraged to enhance their thinking skills to innovate in teaching modules.

Therefore, creating teaching modules is a pedagogical competence that teachers need to develop, so that their teaching techniques in the classroom are more effective, efficient, and stay within the discussion of achievement indicators. In general, the challenges faced by students in developing lesson plans based on the Merdeka Curriculum include a lack of understanding of the basic concepts of the curriculum, difficulties in applying project-based learning methods, challenges in designing authentic assessments, limited creativity in developing contextual teaching

materials, insufficient mastery of technology, and time constraints during teaching practice. These challenges indicate that students require further guidance, practical training, and deeper experience in order to effectively meet the demands of the Merdeka Curriculum. The Merdeka Curriculum is an educational initiative launched by the Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in response to the need for a more adaptive, flexible, and relevant education to meet the challenges of the modern era. This curriculum aims to improve the quality of learning by giving schools, teachers, and students the freedom to determine the methods, materials, and forms of learning evaluation.

The Views of Experts on the Merdeka Curriculum Makarim, N. (2021), as the main initiator of the Merdeka Curriculum, stated that this curriculum provides greater flexibility and freedom to teachers and schools to adjust the learning process according to the needs of students. According to him, the main focus of the Merdeka Curriculum is to provide space for students to learn according to their interests, talents, and abilities. This is intended to facilitate more personal, relevant, and meaningful learning. The Merdeka Curriculum also aims to promote project-based learning, which allows students to engage in more contextual and applicative activities. Students learn in a more interactive, exploratory, and critical way, and are encouraged to develop problem-solving skills and creativity that are essential in real life. Mulyasa, E. (2022) The explained

Merdeka Curriculum provides schools with the freedom to adjust the curriculum to the characteristics of students and the local environment. This allows for the development of more specific learning programs that are tailored to the local context. Mulyasa also emphasized that the focus of the Merdeka Curriculum is on developing 21st-century skills, such as critical thinking, creativity, collaboration, and communication. In addition, the Merdeka Curriculum is designed to support character development through the implementation of values relevant to the Pancasila student profile. This profile includes six main dimensions: faith and devotion to God Almighty, global diversity, mutual cooperation, independence, critical thinking, and creativity.

Syahril, I. (2022) explained that the Merdeka Curriculum does not only focus on the final learning outcomes but also on the learning process itself. Students are given the opportunity to learn in a more flexible manner and at their own pace. This means that this curriculum provides greater room for teachers to adjust their teaching to be more relevant to the individual needs of the students. According to Dr. Iwan, the approach used in the Merdeka Curriculum places greater emphasis on the active involvement of students in learning activities. This includes active learning methods through discussions, collaboration, experiments, and real projects that encourage students to think critically and creatively. He also emphasizes the importance of strengthening the Pancasila student profile through various real projects relevant to students' daily lives.

Andini, H. (2022) viewed the Merdeka Curriculum as an innovation in the education system that allows students to become more independent and creative in the learning process. According to him, one of the most important aspects of the Merdeka Curriculum is the approach of differentiated learning, where students are given the space to choose and explore materials that align with their interests and talents. Dr. Henny also highlighted that the Merdeka Curriculum is highly adaptive to technological developments, allowing for teaching that is more integrated with digital resources. Teachers are expected to be able to utilize technology to enrich students' learning experiences, such as by using digital learning platforms, educational videos, and other interactive media.

Warsito, B. (2022) Said the Merdeka Curriculum is the answer to the challenges of the times that demand a more flexible and competency-oriented education. Dr. Bambang emphasized that in the Merdeka Curriculum, students are expected not only to master theoretical knowledge but also to possess practical skills necessary for life and the workforce. Independence in learning has become one of the main goals of the Merdeka Curriculum, where students are encouraged to develop their abilities independently and take responsibility for their own learning process. In this case, the teacher acts as a facilitator who guides and supports students in achieving their learning goals. Dr. Bambang also emphasized that the integration between curriculum and technology is very important in the current digital era. The Merdeka Curriculum is

designed so that students can utilize technology as a tool for deeper and more interactive learning. This helps students access learning resources from various sources and facilitates more independent and digital skills-based learning.

The Merdeka Curriculum is an important step in renewing the education system in Indonesia. By providing flexibility and independence to students and teachers, this curriculum is expected to create a more personal, contextual, and relevant learning experience in line with the times. The focus on developing 21st-century skills, technology, and character strengthening through the Pancasila student profile makes the Merdeka Curriculum more adaptive and dynamic in preparing the younger generation to face global challenges.

The researcher chose this topic due to the increasing importance of the Independent Curriculum in Indonesia's education system, which emphasizes student-centered learning and the development of clear and measurable learning objectives. Designing effective learning objectives is a fundamental skill that pre-service teachers must possess to ensure successful classroom instruction. However, based on preliminary observations, many students still face difficulties in formulating learning objectives that align with the principles of the Independent Curriculum. This situation prompted the researcher to explore the extent of students' understanding and ability in applying these principles, particularly in the context of the Teaching Practice 1 course. UIN Antasari Banjarmasin was

chosen as the research site because the English Education Study Program actively implements the Independent Curriculum framework in its teacher education program. Students who take the Teaching Practice 1 course have been directly involved in designing lesson plans and teaching in real classroom settings, making them highly relevant participants for this study. By conducting research in this environment, the researcher aims to gain authentic insights into the students' capabilities and the challenges they face. Through this research, the researcher hopes to contribute to improving the quality of lesson plan instruction in teacher education programs and to provide constructive input for curriculum development at UIN Antasari Banjarmasin. The findings of this study are expected to help both lecturers and students reflect on the effectiveness of current teaching practices in guiding the formulation of learning objectives based on the Independent Curriculum.

B. Definition of Key Terms

The research provides definitions of key terms used in this study to facilitate comprehension and prevent misunderstandings. The following section presents the definitions of key terms deemed essential for an accurate understanding of the subject matter.

1. Students Ability in Designing lesson Plan

Refers to design a set of cognitive and metacognitive skills that enable students to effectively create clear, structured, and goal-oriented learning outcomes. This ability requires students to understand the

purpose and function of learning objectives within the educational process, recognizing how well-defined objectives guide both learning and assessment. In designing objectives, students must apply the principles of SMART criteria ensuring that objectives are Specific, Measurable, Achievable, Relevant, and Time-bound. They need to select appropriate action verbs, often drawn from Bloom's Taxonomy, such as "analyze," "compare," or "synthesize," to articulate precise learning outcomes. Moreover, students must be able to analyze their own learning needs and goals, align objectives with curriculum standards, and ensure that these objectives address different cognitive levels. Flexibility is also essential, as students may need to adjust their objectives based on feedback, new learning experiences, or challenges encountered during the learning process. In addition, this ability includes reflection and self-evaluation, allowing students to assess whether the designed objectives were effective in improving their learning outcomes, thus fostering a cycle of continuous improvement in both their learning strategies and academic performance.

2. Lesson Plan

A detailed outline or blueprint that educators use to structure a single instructional session or multiple sessions within a course or curriculum. It typically includes objectives, teaching methods, materials, assessment strategies, and a timeline for the lesson. In this research, a lesson plan is a learning plan that is designed by a student

when implementing Teaching Practice 1 Course. Independent Curriculum a curriculum that allows students to pursue learning at their own pace and in their own way, often emphasizing self-directed learning and personalized educational experiences. It is designed to encourage autonomy, critical thinking, and exploration of individual interests and strengths. In this research, the independent curriculum focuses on the student's skills in making a lesson plan in accordance with the guidelines of an independent Curriculum.

3. Teaching Practice 1

Typically refers to the initial or foundational phase of practical teaching experience that pre-service teachers undergo as part of their teacher training program. It involves applying theoretical knowledge in real classroom settings under the supervision of experienced educators to develop teaching skills and classroom management techniques. In this research, Teaching Practice 1 is one of the obligatory courses taken by a student in the fifth semester, where this course is one that can help give students experience in making a lesson plan.

C. Research Questions

Based on the background description above, the formulation of questions in this study is as follows:

1. How are students' ppl 1 abilities in designing learning Objective based on independent Curriculum?
2. What are the challenges faced by students in designing learning objectives that align with the independent curriculum?

D. Objective of Study

In this study, the researcher has the following research objective

1. To assess students' ability in formulating learning objectives aligned with the Independent Curriculum, and to gain insight into their level of knowledge, skills, and ability to apply them effectively.
2. To Find the challenge are faced by students in designing Learning Objectives aligned with the Independent Curriculum in the context of Teaching Practice 1.

E. Significance of Study

In accordance with the research objectives, the researcher hopes that this study will offer valuable insights and benefits for PPL 1 students and other researchers focusing on the formulation of learning objectives in lesson planning.

1. Theoretical Significance The theoretical significance of this research focuses on how the research results can enrich existing knowledge, particularly in the fields of pedagogy, lesson planning, and the implementation of the Merdeka Curriculum. More specifically, the theoretical contributions of this research include:

- a. Theory Development in Learning Planning: This research can help strengthen or update theories related to students' abilities in designing lesson plans. The influence of the Merdeka Curriculum, which provides flexibility and a focus on projects, also has the potential to expand existing theories regarding contextual and flexible learning planning approaches.
 - b. Research Gap: This study contributes to the literature by filling a gap that may not have been extensively explored, namely how prospective teacher students are able to design teaching modules based on the Merdeka Curriculum. This is important, considering the limited studies on the implementation of the Merdeka Curriculum by prospective teachers, especially in designing lesson plans that align with the new approach offered by the curriculum.
 - c. Model for Developing Pedagogical Competence: This research can contribute to the development of a model or framework on how prospective teachers can enhance their ability to design learning that is relevant to the Merdeka Curriculum. By examining student reflections in the Teaching Practice 1 course, this research can also test the theory on the relationship between teaching practice experience and the development of learning design competence.
2. Practical Significance From a practical perspective, this research has an important contribution related to the improvement of teaching and

learning quality, particularly in the context of implementing the Merdeka Curriculum. The practical aspects of this research include:

- a. Improvement of Prospective Teacher Students' Competence: This research can provide insights into how prospective teacher students can be more effective in designing lesson plans based on the Merdeka Curriculum. The findings from this research can offer direct feedback to educational institutions and instructors of the Teaching Practice 1 course to enhance the learning process, with a focus on lesson planning that aligns more closely with the approach required by the Merdeka Curriculum.
- b. Guidelines for Curriculum Development in LPTK (Educational Institutions for Teacher Training): This research can provide practical guidelines for LPTK in developing curricula that support the competency development of prospective teacher students, especially in designing learning based on the Merdeka Curriculum. By understanding the challenges and successes of students in designing lesson plans, LPTK can improve their teaching methods to better align with the demands of the new curriculum.
- c. Guidelines for Curriculum Development in LPTK (Educational Institutions for Teacher Training): This research can provide practical guidelines for LPTK in developing curricula that support the competency development of prospective teacher students, especially in designing learning based on the Merdeka Curriculum.

By understanding the challenges and successes of students in designing lesson plans, LPTK can improve their teaching methods to better align with the demands of the new curriculum.

- d. Recommendations for Teaching Practice: This research will provide recommendations on how the Teaching Practice 1 course can be more focused on the practical aspects of lesson design in accordance with the Merdeka Curriculum, such as the use of project-based approaches, contextual learning, and flexibility in teaching. The research results can help lecturers to emphasize the important elements of the Merdeka Curriculum in teaching practice.
- e. Impact on the Development of the Merdeka Curriculum: This research can provide practical feedback to the government and developers of the Merdeka Curriculum on how prospective teachers perceive and implement this curriculum in their lesson planning. This can assist in the evaluation and further improvement of the Merdeka Curriculum at the teacher education level.
- f. Development of Resources for Teacher Training: Based on the findings of this research, educational institutions can develop more effective training modules for teachers and prospective teachers to enhance their skills in designing lesson plans that align with the Merdeka Curriculum. This research can also identify skills or competencies that need to be emphasized more in the training.