

AN ANALYSIS OF LEARNING
MANAGEMENT BASED ON MERDEKA
BELAJAR CURRICULUM IN TEACHING
STUDENTS' WRITING SKILL AT THE
EIGHTH GRADE OF SMP NEGERI 2
DHARMA CARAKA GUNUNGSITOLI
SELATAN IN 2023/2024

By Fimel Rospintar Iman Larosa

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RESEARCH PROPOSAL

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Education is one of the most crucial systems to improve the quality of the youth and human resources, particularly learners. Education will become as national development instruments. According to Republic of Indonesia Law number 20 of 2003 article 1 paragraph 1 concerning that the national education system is a conscious and planned effort to create a learning atmosphere and leaning process so that the students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, upgrade skill, adapt behavior, and have the competence to guide themselves. Besides that, education is the process of to mature humans which humans get knowledge. In addition, education consisting of elements, whose activities are functionally interrelated, integrated, interconnected, so that expected to achieve goals. According to Hidayat et al. (2019:27-29), the element of educations consists of objectives, curriculum, materials, methods, educators, students, facilities, tools, and approaches.

In the fields of education, there is system that regulates the learning process, which called as curriculum. Curriculum is a set of learning plans that related to teaching materials, teaching methods, and as guideline in organizing learning activities to achieve national educational goals. (Hidayat & Rahmat, 2019:26). Besides that, curriculum can define as a set of documents, which contains an outline of a course that consists of objectives, content, method, and assessment. According to Richards J. C. (2013), states that **the curriculum is one of the important things because it is an overall plan or design for a course and how the content of a course is transformed into a general picture for teaching and learning that allowed the desired learning outcomes to be achieved.** In addition, **in** Law Number 20 of 2003 article 1 paragraph 19 concerning the national education system it is explained that the curriculum is a set of plans and

arrangements regarding objectives, content, and learning materials as well as the methods used as guidelines for organizing educational activities to achieve educational goals. Therefore, the curriculum includes four main components, namely; goals that want to achieve, content, or teaching materials, the teaching methods, and the evaluation used to measure the results of the teaching process (Hakim, Z. A., & Hamzah, M. F., 2022). So, the quality of education is greatly influenced by the quality of curriculum (Dariyono, D., & Rusman, R., 2023:58)

Meanwhile, in Indonesia the implementation of the curriculum has undergone various improvements. The ministry of education has changed the curriculum year to year and it has experienced eleven curriculum changes starting in 1947 with a very simple curriculum to the latest curriculum namely 2004 (Competency Based Curriculum), the 2006 curriculum (Education Unit Level Curriculum), and in 2013 the government through the Ministry of National Education changed it to the 2013 curriculum (Kurtilas) and in 2018 there was a revision to become the Revised Kurtilas as the last (Sumarsih et al., 2021 Asrifan Andi, et.al. 2023.,Sahnan & Wibowo, 2023). However, currently the ministry of education changed the curriculum since 2020 called as Merdeka Belajar curriculum. Therefore, the revisions of curriculum in this country are continuously changed dynamic and it isn't static, because it should be adaptive with transformation era, science, and sophisticated technology. The implementation Merdeka Belajar Curriculum has been inaugurated by government that contain in Kemendikbudristik regulation number 22 of 2023 concerning about the implementation of Merdeka Belajar curriculum in the context of learning recovery.

The Merdeka Belajar curriculum is an educational system that improves the learning process beyond the traditional classroom and textbook approach. It is design to equip students with practical skill and increase competencies. The Merdeka Belajar curriculum emphasizes the developing of students' critical thinking skills, and creativity. According to Syukri in Sari et al. (2023) the Merdeka Belajar curriculum is an educational system that has been created to

promote a relaxed and comfortable learning environment for both teachers and students and explore students' potential by empowering teachers to utilizing teaching methodologies that fit their students' competencies and capabilities. The shift of Curriculum required lot of modification particularly at the stages of planning, implementing, and evaluating learning. One of them namely the existence of new terms such as *Alur Tujuan Pembelajaran (ATP)*, *Modul Ajar (MA)*, *Capaian Pembelajaran (CP)*, *Kriteria Ketercapaian Tujuan Pembelajaran (KKTP)*, *Profil Pelajar Pancasila*, diagnostic assessments, student reflections and teacher reflections, with aims all to strengthen and encourages the competence of students and teachers to adapting and implementing the new learning. Sari et.al (2023).

In addition, each subjects of lesson at school has the certain learning achievement, which had determine by curriculum. Therefore, learning English achievements based on Kemendikbudristek (2022) reveals that there are six skills element of language that must be taught by teacher and should be master by students. They are listening, speaking, reading, viewing, writing, and presenting. Furthermore, Kemendikbudristek Number 008 of 2022 states that learning achievement on Merdeka Belajar curriculum expected the students of junior high school able to developing their communication skills in various contexts, including formal and informal situations, by enhancing their ability to interact and communicate effectively using spoken, visual, and written forms of expression. The Merdeka Belajar curriculum program requires students to have a proficient understanding of various text genres, such as narratives, descriptions, procedures, advertisements, and authentic texts. In addition, students must be capable of communicating opinions, expressing emotions, interpreting written messages, and comprehending implied meanings using the English language. They should be able to produce structured written and visual texts utilizing a diverse range of vocabulary while understanding the purpose, audience, and literary devices required to produce such texts in English.

Furthermore, Kemendikbudristek (2022) reveals that writing is ¹the ability to convey communicates ideas, express creativity, and create in various genres of written texts in an effective and understandable way and interest to readers with the right organizational structure and linguistic elements. Hence, it states that in English elements of writing, students are expect to achieve learning goals namely at the end of phase, the students have ability to express their ideas and experiences efficiently through well-structured paragraphs that incorporate specific vocabulary and simple sentence structures. They demonstrate the learning skills by using various models to ¹plan, create, and present informative, imaginative, and persuasive texts effortlessly utilizing simple and compound sentences to structure their arguments or to justify their opinions. Additionally, students ¹possess the potential to communicate their thoughts in various tenses, including the present, future, and past. Through the use of common time makers, conjunctions, and adverbs of frequency, they link their ideas seamlessly within their text. Therefore, Merdeka Belajar Curriculum expected the students to have ability to express their self through good writing.

However, in accordance to the researcher observation and experience during the third internship on May to June 2023 in SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan, in reality writing are still become the most difficult skill for students. When the researcher was invited in several times into the teaching and learning activity by Ms. Zebua as one of the English teacher in the school, students at the eighth grade at the time had difficulties in writing towards the English teacher instruction to wrote their personal experience and present it in front of the class, because at the time the learning material topic was recount text. Even though, a few students could produce good writing, but most of them made ungrammatical sentence. A grammatical error was occurring on their writing text. In fact, some of students suddenly changed their text mixing Indonesian language, then indicate them as having less vocabulary in English and cannot compose sentence.

Therefore, the researcher realize that some of the students have difficulties in generalizing ideas and expressing themselves through writing by paying attention to the grammar and language feature of the text. The researcher found that some of the students do not have enough knowledge to write effectively, coherently, grammatically, and they have limited vocabulary, so that the students do not able to produce good writing. In fact, the students had ideas or thoughts they wished to express, but they faced difficulties in effectively expressing them. Many of students experiencing problems related to their vocabulary and lack of knowledge related to grammar and how to produce good writing.

Based on the phenomenon, the student's difficulties, and the students' lack of writing ability, become a challenge for English teacher. The lack of students' in achieving learning goals becomes the teachers' responsibility. Teacher is a factor that plays a significant role and frontline in determining the quality and achievement of learning desires. Therefore, it is crucial for the teacher to prioritize achieving educational goals and learning desires. Supported by Carolus in Gulo (2023), the teacher is the spearhead of the implementation of education and is a very influential party in the learning process. So, in simple terms it means that the effectiveness of a teacher has a big impact on how well their students perform academically. This could be due to several factors such as the quality of instruction, the teacher's ability to inspire and motivate students, and the teacher's ability to manage their classroom and teaching learning activity effectively.

Therefore, related to the statement above the teacher must paying attention to the management of learning. Supported by Reigeluth, as cited in Syafaruddin & Irwan (2021), learning management is related to the understanding, improvement and implementation of teaching program management carried out. Learning management is the process of organizing students' interaction with teachers, learning resources by involving the planning, implementation, and evaluation of curricula and lessons, with the purpose of

helping students acquire knowledge and skills suitable for their level, age, and measuring students' progress to achieve learning goals.

In addition, based on the Law Number 14 of 2005 concerning teachers and lecturers in paragraph 1 section 1 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. (Hidayat, 2019:86). Furthermore, in article number 20 of 2003 chapter X verse 39, states that one of the professional obligations of teachers is to plan learning, implement a quality learning process, assess and evaluate learning outcomes, and improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology, and art. (Hidayat, 2019:86-87).

The ability of teacher in managing the learning mention as teacher performance, which become part of teacher competencies called as pedagogic competence. Therefore, teacher must have potentials in design learning, such as preparing teaching programs such as syllabi, design learning plan, design strategic and methods of teaching, design the use of media, approaches and learning models, and design the assessments in a time allocation that will be carried out in a certain period to achieve the specified goals (Hidayat, 2019;88-89). Therefore, the successful learning depends on the quality of learning management. According to James A. F Stoner learning management is an activity that includes three points, namely planning, implementing, and evaluating learning outcomes (Jaini, 2021:2).

In conclusion, learning management is one of the main keys to achieve the learning goals especially writing skill. The successful learning can be realized if it is determined by the quality of management, because the better quality of teach management so the more effective the learning targets can be achieved. Therefore, due to the existence of Merdeka Belajar curriculum, the teachers need to have effective teaching strategies and must be able to optimize students' writing skills through the skill of management the learning process. Because

specifically learning management refers to planning, implementing, and evaluation of learning and consists of some components such as teaching techniques, methods, approach, and media using in teaching. Therefore, English language learning must be integrated with the new curriculum in a practical and relevant context, so that teaching can be more interesting and provide meaning for learners. Based on the phenomenon, and explanation of exiting theory above, the researcher interested to conducted a research with the title "An Analysis of Learning Management Based on Merdeka Belajar Curriculum in Teaching Students' Writing Skill At The Eight Grade Of SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan In 2023/2024".

1.2 Focus of the Research

Based on the background of the problem, this research focuses on:

- a) Analyzing the management of learning plan based on Merdeka Belajar curriculum in teaching students' writing skills.
- b) Analyzing the management of implementing Merdeka Belajar curriculum-based learning in teaching students' writing skills.
- c) Analyzing the management of evaluation towards student writing skill by implementing Merdeka Belajar Curriculum.

1.3 Formulation of the Research

Based on the background there are two formulations of the problems:

- a) How is the management of learning plan based on Merdeka Belajar Curriculum in teaching students' writing skills?
- b) How is the management of teaching students' writing skills based on Merdeka Belajar Curriculum?
- c) How is the management of evaluation towards student writing skill based on Merdeka Belajar Curriculum?

1.4 Objective of the Research

Based on formulation of the problem, the objectives of this research are to describe the management of learning plan, to describe the management of teaching and to describe how is the evaluation of learning based on Merdeka Belajar curriculum in teaching students writing skill.

1.5 Significance of the Research

The significances of the research result are divided into two namely:

1. Theoretically

- a) The results of this research expected to be theoretical information for the teacher about the learning management in the context of Merdeka Belajar curriculum in teaching students' writing skill.
- b) The results of this research expected to be reference for the readers and next researcher who will take research in the similar field.

2. Practically

- a) The researcher, to expand insight and experience in analyzing the learning management based on Merdeka Belajar curriculum in teaching students' writing skill.
- b) The students, it can be used as the stimulation to increase students' knowledge and ability in writing skill according to elements of languages.
- c) The teachers, as a references and guidelines to manage learning to teach students writing skill in based on Merdeka Belajar curriculum.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Definition of Learning Management

The word "manager" is derived from the Latin word "*manus*" which means "hand" and "*agere*" which means "do". These two words were combined to form "*managere*," which means "doing it by hand or handle." In English, the word "manager" is translated into the verb "to manage", with a noun form called "management". Meanwhile, manager is someone who directs or controls something (U. Cahyo, 2018). Management is a series of activities to plan, organize, direct, control, and enhance all efforts to organize and utilize human resources, facilities, and infrastructure efficiently and effectively to achieve predetermined organizational goal. According to Stoner, & Terry in Zaini (2021) management is the process of planning, organizing, leading, and controlling by utilizing any source to achieve certain goals. Based on some definition above, in summary management is a regulatory process that uses the abilities and skills possessed by a person to carry out an activity consisting of planning, organizing, activating, and evaluating both individually and with other people in an effort to achieve the goals that have been set effectively and efficiently.

Meanwhile, learning is an effort made by a teacher or educator to teach students who learn. According to E. Mulyasa, cited in Zaini (2021) learning is the interaction of students with their environment so that there is a change in behavior towards the better. The learning process is an integrated process where there is interaction between the teacher and the students during learning. In teaching, a teacher not only conveys material, but there are four main elements that must be prepared: objectives, teaching materials, teaching methods and aids, and evaluation assessments (Muawanah, 2021). So, how important the understanding, improvement and implementation of learning management

because it will improve the quality in teaching program carried out (Zaini, 2021).

Therefore, management is a very crucial effort as a reference to regulate the activities in carried out teaching learning process, especially in learning English. So, without management, all activities will be chaotic and not well-directed. Learning without good management will make the learning objectives not achieved to the fullest. Because ⁷ to produce quality learning, neat management is needed that can support the achievement of learning objectives. Good management determines the good and bad of learning, how a teacher uses appropriate methods, providing sufficient learning tools, a conducive classroom atmosphere during the teaching and learning process. It is supported by Amiruddin et al. (2024) that in learning English, teacher's responsibly is to provide good learning such as positive learning in the classroom especially students' environment also implement several components to support the learning process ⁴ to runs effectively.

Therefore, ⁴ management is a science, art of organizing, and managing all activity processes effectively and efficiently to achieve specific goals. From the above understanding of management and learning, ⁴ it can be concluded that learning management is the process of organizing students' interaction with teachers, learning resources by involving the planning, implementation, and evaluation of curricula and lessons, with the purpose of helping students acquire knowledge and skills suitable for their level, age, and measuring students' progress to achieve learning goals.

2.1.2 The Function of Management

⁴ According to Terry in Nabila (2023) educational management is an action that refers to management functions, namely: planning, organizing, implementing, and supervising. The functions of learning management include:

1) Learning ⁴anning

Planning is the decision-making process about what needs to be done to achieve goals. The planning process begins with setting goals to be achieved through analysis of needs and complete documents, and determining the steps that must be taken to achieve those goals. Planning is a process and way of thinking that can help create expected results. Meanwhile, learning is defined as a collaborative process between teachers and students in utilizing all potential and resources available. This is both the potential from within themselves and the potential sourced from outside students, such as the environment, learning resources, and facilities in an effort to achieve specific learning objectives. Therefore, learning planning is a decision-making process resulting from rational thinking about certain learning objectives, namely behavioral changes, and a series of activities that must be carried out as an effort to achieve specific goals by utilizing all available learning potential and resources.

As a learning program, planning is the process of managing, organizing, and formulating learning elements such as formulating objectives, materials, methods, and formulating learning evaluation. The formulation and management of these learning components are directed to answer four main questions, namely: 1) what do you want to achieve from the learning activities conducted? 2) What must be provided to achieve these learning goals? 3) How or by what method is the learning process carried out so that learning goals can be achieved? 4) How to determine the achievement of the goals set? The answers to these four questions are formulated in a learning planning system, namely developing objectives, content, methods, and media as well as developing learning evaluation. According to Hermawan in Nabila (2023) learning planning includes: the process of preparing learning materials, the use of learning media and the allocation of time to be implemented in the coming semester to achieve the predetermined goals.

Learning planning aims to direct and guide the activities of teachers and students in the learning process. The goal of planning is not only to master fundamental principles but also to develop a positive attitude towards the learning program, researching, and determining learning problem solving. Ideally, the purpose of learning planning is to fully master teaching materials, methods, and the use of teaching tools and equipment, manage the available time allocation, and teach students according to the program created. The function of learning planning is as a guide in preparing learning programs, preparing the learning process, preparing learning materials/media/learning resources, and preparing assessment tools. The benefit of learning planning is to facilitate the preparation of learning and the development of active, creative, effective, and enjoyable learning.

2) Learning Implementation

Implementation is the process of realizing plans into tangible actions to achieve goals effectively and efficiently. According to Muslich in Nabila (2023) "technically, the implementation of learning activities or KBM can be seen in several aspects, namely the management of learning places/classrooms, the management of learning materials, the management of activities and time, student management, the management of learning resources, and the management of teaching behavior".

a) Management of learning places/classrooms

A learning place such as an attractive classroom is highly recommended in creating active, creative, effective, and enjoyable learning. The management of learning places includes the management of various objects/items in the learning room. The learning room should be arranged in such a way as to meet the following criteria: attractive to students, facilitate teacher or student mobility, facilitate interaction between teachers and students, facilitate access to other resources, and facilitate varied activities.

⁴
b) Management of learning materials

In managing teaching materials, teachers need to plan challenging learning tasks and tools, provide feedback, and provide evaluation programs that enable all students to show their abilities by designing productive questions and presenting questions so that students are involved both mentally and physically.

c) Management of activities and time

The learning activities applied by the teacher need to be managed appropriately to match the students' level of ability. In learning activities, questioning techniques, feedback provision, and assessment that encourage students' performance will also determine the success of learning. Learning time also needs to be managed because, in the first 10 minutes, students tend to remember the information they have received. Similarly, information received in the last 10 minutes tends to be forgotten. Therefore, in the middle-minute, students need to do direct activities.

d) Management of students

In order to develop individual and social abilities, student arrangements in learning need to alternate between individual, paired, and group learning. This arrangement is adjusted to the characteristics of the material to be learned.

e) Management of learning resources

In managing learning resources, teachers should consider the resources available in the school and involve people within the school system. The use of resources from the surrounding environment needs to be considered in an effort to make the school an integral part of the local community. The environment not only plays a role as a learning medium but also as an object of study (learning resources). The use of the environment as a learning resource will make students feel happy in learning.

f) Management of teaching behavior

Feeling offended, insulted, underestimated will disturb students' minds. Based on international research that states children's needs include 5 things, namely being understood, valued, loved, feeling valuable, and feeling safe. Consistent with these five things, some teacher's behavior is listening to students, respecting students, developing students' self-confidence, giving challenges, and creating a non-threatening atmosphere for students.

3) Learning Evaluation

Evaluation, in a broad sense, is a process of planning, obtaining, and providing information that is needed to make various alternative decisions. Meanwhile, learning evaluation is an ongoing process of collecting and interpreting information in assessing decisions made to design a learning system.

The term learning evaluation is often equated with exams. Although they are interrelated, it does not cover the entire true meaning. Daily tests carried out by teachers in class or even final school exams, do not, yet describe the essence of learning evaluation. Evaluation of learning essentially not only assesses learning outcomes but also the processes that educators and students go through in the whole learning process. Learning evaluation emphasizes obtaining information about how much knowledge students can acquire in achieving learning objectives. Learning evaluation is a systematic process of obtaining information about the effectiveness of the learning process in helping students achieve learning objectives optimally (Nabila, 2023).

Evaluation in the context of learning provides two benefits, namely, evaluation can see how a teacher teaches by looking at aspects such as sound, habits, humor, personality, the use of media, questioning techniques, class activities, teaching strategies, and others. Then, the evaluation can assess

learning outcomes, namely the success of achieving predetermined learning objectives. Evaluation or assessment of learning has several characteristics, including:

The assessment system uses continuous tests/exams with the provision of tests carried out to see the completeness of each basic competence.

- a) Tests can be carried out for one or more basic competencies.
- b) The test results are analyzed and followed up through remedial and enrichment programs.
- c) Tests cover cognitive and psychomotor aspects.
- d) Effective aspects are measured through affective inventories such as observation and questionnaire.

2.1.3 **Definition of Curriculum**

The curriculum is very important in education. It plays a vital role in promoting the effective delivery of education and is essential to achieving educational goals, objectives, and outcomes. In Indonesia, the curriculum frequently undergoes updates and modifications to keep up with changing needs and advancements in technology. The changes of it will enhance the overall quality of education. Hamalik's explanation in Sari (2023) suggests that the term of "curriculum," originating from the Latin word "curriculae," that refers to a specific period of time that learners must undergo to earn an education certificate. Furthermore, Law Number 20 of 2003's Article 1, Paragraph 19 provides an official definition of the curriculum as a set of plans and arrangements related to objectives, content, learning materials, and methods, and serving as a guiding tool for conducting learning activities with the specific aim of achieving educational goals. Moreover, Sari (2023) suggests that the curriculum serves as an educational tool that encompasses teaching materials and programmed learning experiences, that had designed systematically and planned and contains guidelines and teaching procedures in

the learning process for students. Thus, from the aforementioned explanations, it can be concluded that the curriculum comprises a set of plans, goals or objectives, content or courses of study, teaching methods, documents, assessment, extracurricular activities, and learning environment. Ultimately, it is a core reference for educational elements that consist of learning experiences geared towards achieving learning desire or learning goals.

2.1.4 Definition of Merdeka Belajar Curriculum

The Merdeka Belajar curriculum is an educational policy endorsed by the Indonesian government to promote the adoption of a lifelong learning culture in the country. It is an educational policy known as the "Freedom to Learn" curriculum, which was launched in 2019 by the Ministry of Education and Culture, as part of their continuous efforts to enhance the quality of education and produce competent graduates in various fields. According to Maulana et al. (2024) Merdeka Curriculum offers diverse opportunities for learning within the curriculum itself, where the content is expanded to allow students sufficient time to delve deeper into subjects and build skills. This enables students to explore new ideas and develop their abilities more fully. Furthermore, Purwanto (2022) defines Merdeka Curriculum as curriculum which initiative to recover the lost educational opportunities caused by the global pandemic, characterized by its simplicity and flexibility which emphasizes the fundamental knowledge, character development, and student competencies. Additionally, the independent curriculum emphasizes the idea of self-directed learning, which grants students and schools the freedom to explore their interests and talents.

Furthermore, as explained by Syukri (2023) Merdeka Belajar refers to an educational process that aims to create a comfortable environment for all stakeholders involved, including the students, and teachers. The primary goal of this education process is to maximize the potential of teachers and students to enhance the quality of learning by providing teachers with the freedom to

choose teaching methods and curriculum delivery techniques that are appropriate to the students' competencies. In addition, according to Lathifah et al. (2024) highlights Merdeka Belajar is the natural process of achieving freedom of thought and innovation in education which involves exploring the maximum potential of both teachers and students, creating the innovative and high-quality learning so that produce globally competitive human resources. In addition, according to Retnaningrum et al. (2023) the Merdeka Belajar curriculum aims to provide schools, teachers, and students with the freedom to think and innovate, engage in independent, creative, and responsible learning, and create an enjoyable learning environment. Therefore, the concept of the Merdeka Belajar curriculum is designed to encourage autonomy and creativity in learning, allowing for individual and distinctive approaches to education.

According to Makarim (2022) that the Merdeka Belajar curriculum has undergone significant improvements, making it more adaptable, user-friendly, and emphasizing the concept of "liberty" for both teachers and students. The idea behind this improved curriculum is to foster independence, flexibility, and improvisation in the learning process, allowing students to experience pleasure, significance, and motivation to engage in continuous learning. In summary, the Merdeka Belajar curriculum provides a broad range of learning opportunities to enhance students' skills and comprehension of concepts, with the crucial aspect being a student-centered approach. The curriculum encourages innovation among schools and education communities to create a comfortable, engaging, and focused learning environment by leveraging technology. Teachers have the freedom to choose from various teaching methodologies that cater to the diverse learning styles and interests of their students. Projects that are based on government themes support the development of Pancasila learner profiles. Through the Merdeka Belajar curriculum, students can unlock their potential, develop their talents, and ultimately progress towards a brighter future.

2.1.5 The Purposes of Merdeka Belajar Curriculum

The objective of the Merdeka Curriculum is to enhance the quality and effectiveness of learning by fostering faith, devotion to God Almighty, and noble morals among students. Additionally, it aims to nurture creativity, taste, and initiative in students, while also promoting lifelong learning with Pancasila characteristics. (Kemendikbudristek Number 12 of 2024)

2.1.6 The Principles of Merdeka Belajar Curriculum

a) Development of Soft Skills and Character

The Merdeka Belajar curriculum highlights character development and project-based learning as crucial components. Students don't just learn through rote memorization, but also gain hands-on experience through practicum and experimentation, known as "learning by doing". Through various learning models such as inquiry, problem-based, project-based, and discovery learning, students apply concepts to real-world phenomena and receive practical knowledge by actively experimenting. By taking on projects and experiments, students gain essential soft skills like communication, cooperation, leadership, critical thinking, and time management, which enhance learning and prepare students for success in their personal and professional lives. Although character formation based on the Pancasila foundation is an indirect result of the learning process, it's important that students demonstrate behaviors in line with Pancasila's six main characteristics, which include faith and piety to God Almighty, noble character, respect for diversity, mutual cooperation, independence, critical thinking, and creativity. Additionally, the Merdeka Belajar curriculum provides students with the opportunity to study important topics like sustainable living, tolerance, mental health, culture, entrepreneurship, technology, and democratic society. This equips students to take action and respond effectively to the challenges of a rapidly changing world. (Kemendikbudristek Number 12 of 2024)

b) Emphasis on Key Learning

In the Merdeka Belajar curriculum, learning focuses on essential materials that are beneficial for students despite the limited time in school. The curriculum emphasizes two critical competencies-literacy and numeracy. Literacy demands analyzing reading and comprehending the principles behind writing, while Numeracy is the ability to analyze and use numbers effectively. While providing less teaching material, the Merdeka Belajar curriculum delves into more thorough discussions to aid students in understanding key concepts better. Every instructional material includes essential questions that help guide students' learning, intending for students to answer questions based on each child's learning experience. (Kemendikbudristek Number 12 of 2024)

c) Flexible Learning for Teachers and Students

The Merdeka Belajar curriculum provides teachers with the flexibility to personalize learning and meet individual student needs by assessing each child's competencies and facilitating appropriate learning. It recognizes that every student has different abilities, and educators have a pivotal role in creating a learning environment that fosters student growth and development. This flexibility enables students to experience personalized learning, benefiting from a tailored approach that suits their needs. (Kemendikbudristek Number 12 of 2024)

2.1.6 The Characteristics of Merdeka Belajar Curriculum in Learning

The Merdeka Belajar Curriculum is developed with the following learning characteristics according to Kemendikbudristek Number 12 of 2024 namely:

- a) Incorporating assessments at the beginning, during, and end of the learning process

The objectives of assessment at the beginning, until the end of learning are essential to determine the students' learning needs and to monitor their progress. It will create the effective learning. This approach allows teachers to identify the strengths and weaknesses of their students, determine what types of instructional strategies are most effective, and design targeted interventions for struggling learners. Moreover, continuous assessment throughout the learning process enables teachers to track student progress, evaluate the efficacy of their own teaching strategies, and make necessary adjustments to improve student outcomes. Ultimately, assessments undertaken throughout the learning journey enable teachers to better understand their students' unique needs and personalize their approach to maximize student learning and success.

- b) Making learning adjustments based on the students' needs and positions.

Making learning adjustments based on the students' needs and positions is critical for ensuring that every student is able to achieve academic success. By recognizing and responding to the diverse and individual learning needs of each student, teachers can adjust their teaching methods, materials, and assessments in ways that help all students to reach their full potential. This approach requires ongoing assessment of student strengths and needs, as well as a willingness on the part of teachers to be flexible and responsive to changing student needs over time. When teachers make learning adjustments based on the unique needs and positions of their students, they enable every student to receive the support and guidance that they require to succeed, regardless of their individual backgrounds, abilities, or challenges.

- c) Focusing more on the students' progress rather than the content coverage and completeness of the Curriculum.

By focusing more on the students' progress rather than the content coverage and completeness of the curriculum, educators can better ensure that their students are truly mastering the concepts and skills they need for long-term success. Rather than rushing through material simply to say that it was "covered" at the end of a given term, teachers who prioritize progress-tracking can measure students' learning growth more holistically. At the same time, this approach allows educators to identify students who may be struggling and provide the targeted learning support that they need - rather than simply "moving on" to the next lesson. Ultimately, by prioritizing student progress over content coverage and completeness, educators help ensure that their students acquire the depth and breadth of knowledge necessary for success in the long run.

- d) Engaging in collaborative reflection on the students' learning progress with other educators.

Engaging in collaborative reflection on the students' learning progress with other educators is a valuable practice that can help drive ongoing instructional improvement. In such processes, teachers come together to discuss their students' learning outcomes, share strategies and techniques for addressing certain challenges or subjects, and learn from one another's experiences. This form of collective reflection allows teachers to gain new insights, ideas, and perspectives on teaching and learning. At the same time, it encourages a culture of shared responsibility and collaboration-highlighting the fact that while teaching is often an individual pursuit, ultimately the whole educational system benefits from greater collaboration and partnership among educators.

2.1.7 The Merdeka Belajar Curriculum Structure in Education

The curriculum structure in the implementation of Merdeka Belajar is divided into several parts so that it has a significant impact on students. The curriculum states that there are three types of activities in learning as a forum to increase students' learning experience, namely as follows (kemendikbud.go.id).

1. Intra-curricular

Intra-curricular is all teaching and learning process activities carried out at school in accordance with the structure of the applicable curriculum program to achieve the minimum objectives of each lesson. This intra-curricular activity is the most important activity in schools where this activity is structured and scheduled according to the scope and level of competence of the content or subject. Intra-curricular activities aim to foster students' academic abilities. (Kemendikbud.go.id, in Widiastuti, et al., 2023). Intra-curricular learning is also a learning activity to fulfill the learning load in the curriculum in accordance with the provisions of laws and regulations.

2. Co-curricular

Co-curricular activities are carried out through structured assignments related to one or more of the contents or subjects. Co-curricular activities are intended to better understand the teaching material that has been learned in intra-curricular activities in the classroom. Extracurricular activities assist in the development of aspects such as interests, talents, and personality. Co-curricular is an activity carried out to strengthen, deepen, or enrich intra-curricular activities. Co-curricular activities are carried out outside of regular class hours (including vacation time) and can be carried out at school or outside school to support the implementation of intra-curricular activities. Co-curricular can foster good character, develop social skills and leadership abilities, encourage awareness and appreciation of diversity, increase enthusiasm in addressing developing global issues, and develop literacy and

numeracy competencies. Co-curricular learning can be implemented through differentiated learning, with the Pancasila Student Profile Strengthening Project. (Kemendikbud.go.id, in Widiastuti, at. al 2023).

3. Extracurricular

Extracurricular learning is a learning activity under the guidance and supervision of schools which aims to develop the potential, talents, interests, abilities, personality, cooperation, and independence of students optimally to support the achievement of educational goals. Extracurricular activities are activities carried out by schools as a forum for students to develop their interests and talents. Technically, extracurricular activities are also non-learning activities that provide solutions for students to improve their specialization in various fields they want such as sports, hybrid activities, scientific work, etc. Extracurricular learning is carried out according to students' interests. Extracurricular learning is carried out according to the interests of students and the resources of the education unit, (Kemendikbud.go.id, in Widiastuti, at. al 2023).

In implementing the independent curriculum, there are phases that have been determined by the Minister of Education and Culture Regulation no. 033 year 2022, there are some phases for students namely as follows:

Phase	Class/Grade
Foundation	Preschool
A	Class I-II of Elementary School
B	Class III-IV of Elementary School
C	Class V-VI of Elementary School
D	Class VII-IX of Junior High School
E	Class X of Senior and Vocational High School
F	Class XI-XII of Senior High School Class XI-XII of Vocational High School 3 year Program Class XI-XII of Vocational High School 4 year Program

2.1.8 The advantages of Merdeka Belajar curriculum

Hamdani, as cited in Sari (2023) study, highlights several advantages of implementing the Merdeka Belajar curriculum. Firstly, the curriculum emphasizes essential materials, ensuring simpler and more thorough learning without rushing, allowing students to absorb materials more effectively. Additionally, the curriculum's engaging design promotes deeper learning, resulting in students remaining more interested and focused during the learning process. Another significant benefit is the focus on independent learning, as the Merdeka Belajar curriculum's learning design empowers teachers to customize the learning process according to students' needs and learning outcomes, promoting the autonomy of students in the classroom. Lastly, the curriculum encourages relevant and interactive learning activities that foster student engagement, promoting the development of their competencies, making them more interested in learning, and ultimately improving their skills.

2.1.9 Implementation of Merdeka Belajar curriculum Development in SMP

a) Merdeka Belajar curriculum Structure in SMP/MTs

According to the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 13 of 2022, the Merdeka Belajar curriculum refers to the structure of junior high school syllabus, which encompasses intra-curricular learning, extracurricular activities, and projects that aim to develop the Pancasila student profile. The allocation of lesson hours remains the same, with only the hours for each subject being reallocated for intra-curricular and co-curricular learning activities, of which 75% is for intra-curricular learning and 25% is for co-curricular learning. Various methods, such as written tests, portfolios, and group assignments, can be used to evaluate student performance in the

Merdeka Belajar curriculum, with a focus on promoting independent assessment by teachers, as stated by Parnomo et al. in Sari (2023).

In addition, the Merdeka Belajar approach encourages teachers to evaluate students based on their learning level and ability, grouping them accordingly and ensuring that interventions and learning activities match their level. Teachers are also expected to teach students fundamental concepts and track their progress, as described by Hamdani (2023). The Minister of Education and Culture encourages teachers to change the way students learn and proposes various methods, such as providing opportunities for students to teach in class, initiating projects for the whole class, finding talents in students who lack self-confidence, and supporting teachers who face difficulties, as proposed by Rahyu and Indrajit (2023).

b) Stages of Implementation of the Merdeka Belajar curriculum in SMP

1. Orientation or Needs Assessment

According to Hamdani (2022), it is essential to implement a needs-oriented curriculum development to help teachers tackle problems from various perspectives. This method should focus on essential aspects of teaching and learning, including:

- I. Incorporating technology in education the use of technology such as computers and internet plays a crucial role in supporting different teaching processes.
- II. Promoting character education: Apart from academic success, the essential benchmark for educational success is strong characters, which is crucial not only for students but adults too.

2. Initiation Stage

The implementation of the Merdeka Belajar curriculum at the junior high school level has a more comprehensive scope, and it is related to the achievements that need to be accomplished. The following are the implementation activities:

- a) Provision of Teaching Tools Various teaching tools such as Modul Ajar, digital platforms supporting Merdeka Belajar and other innovations designed to strengthen students' proficiency in Pancasila, and support curriculum development are examples that support flexible material catered for both students and teachers' needs.
- b) Training and Provision of Learning Resources Several techniques can help teachers better understand curriculum development, such as providing various resource persons, organizing Merdeka Belajar curriculum training, offering learning resources in video, e-book, and other instruments related to curriculum development. Creating a community can also optimize implementation.
- c) Guaranteed Teaching Hours to meet set teaching hours, all teachers adjusted teaching practices. The theory application through practical learning prioritized the learning process.

2.1.10 English Learning Achievement in the Merdeka Belajar Curriculum

English, as stated by the Educational Curriculum and Assessment Standards Agency in the Merdeka Mengajar platform, is an international lingua franca utilized in various aspects worldwide, including education, business, trade, science, law, tourism, international relations, health, and technology (Kemendikbud, 2021). By studying English, students can communicate effectively with a diverse range of culturally different citizens worldwide. They can broaden their horizons through interactions and gain knowledge, competencies, and skills essential to living in an intercultural society. Consequently, learning the English language in secondary school as part of the national curriculum offers students an opportunity to expand their perspectives of themselves, society, and the world around them (Kemendikbud, 2021). The Merdeka Mengajar platform explains that English language learning allows individuals to participate in global experiences by

developing their intercultural competence. It also enables learners to comprehend and analyze diverse texts and perspectives effectively. The six essential language-related skills, namely, speaking, listening, reading, writing, presenting, and viewing are incorporated into the learning process. These skills are interconnected and follow the Common European Framework of Reference for Languages: Learning, Teaching Assessment, which outlines methods to achieve the desired learning outcomes (Kemendikbud, 2021).

It entails students' ability to engage in communication in various contexts, express their ideas clearly, and bridge any gaps that may occur. The national curriculum's approach to learning English is genre-based, focusing on various text modes, such as verbal, visual, written, multimodal, and audio consistent with Halliday and Matthiessen's statement in Ambar (2023) that "text is what listeners and readers engage with and interpret" This approach spans four stages, namely Building Knowledge of the Fields (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). These stages revolve around discussions on a specific topic. The process entails the teacher building background knowledge on the topic, providing the relevant model text, guiding the students in text production, and ultimately, students producing spoken and written texts independently.

Learning the English language in the national curriculum provides students with essential life skills to communicate, collaborate, and critically analyze multiple perspectives on a particular issue. It facilitates learning, which is dynamic and fluid and allows students to choose from different text types or learning activities. English language study is, therefore, a lifelong process that plays a crucial role in developing students' noble qualities, such as faith, independence, creativity, critical thinking, mutual cooperation, and global diversity, as outlined in the profile of Pancasila students. It opens up new opportunities for students, promotes intercultural awareness, and strengthens identities while fostering mutual respect among diverse cultures.

2.1.11 Characteristics of English Subjects

Below are the characteristic of English subject based on the Kemendikbud, cited in Sari (2023) namely:

- i. English subject offer a variety of text genres for students to learned, such as narratives, descriptions, special texts (including short messages and advertisements), and authentic texts. Besides written texts, spoken texts (monologues or dialogues), visual texts, audio texts, and multimodal texts are available for teaching purposes, both authentic and written texts on paper and screen with the aim of improving technology literacy.
- ii. Teachers can determine the type of text to be taught. Students can start by comprehending texts with familiar topics to assist them in understanding and producing them orally and in writing. Then, teachers can introduce new text genres while aiding students in comprehending their features to facilitate production, allowing students to practice, especially in real-life scenarios experienced in school or at home.
- iii. The learning process is student-centered which focuses on efforts to transform students' behavior, particularly in their proficiency in the six language skills, using various types of texts.
- iv. English learning highlights students' language skills in line with their developmental stages, which include receptive skills (listening, reading, and viewing) as well as productive skills (speaking, writing, and presenting).

The following are the elements of the subject and their descriptions:

Table 1
The Elements of the Subject & Their Descriptions

ELEMENTS	DESCRIPTIONS
Listening	The ability to understand information, give appreciation to the interlocutor, and understand the information heard, so that it can convey relevant and contextual responses. The process that occurs in listening includes activities such as listening, identifying, understanding, interpreting the sounds of language then understanding the meaning. Listening skills are also nonverbal communication skills that include how well a person captures the meaning (implied and expressed) in an oral presentation and understands the main and supporting ideas in the information content and context that underlies the presentation.
Reading	The ability to understand, use, and reflect on texts according to the goals and interests to develop one's knowledge and potential so that he can participate in society.
Viewing	The ability to understand, use, and reflect on visual texts according to their goals and interest.
Speaking	The ability to convey ideas, thoughts, and feelings verbally in social interactions.
Writing	The ability to convey communicates ideas, express creativity, and create in various genres of written texts in an effective and understandable way and interest to readers with the right organizational structure and linguistic elements.
Presenting	The ability to present ideas fluently, accurately, accountable in a communicative way through various media (visual, digital, and audio-visual) and can be understood by listeners. Delivery in speaking and presenting needs to be compiled and

	developed according to the needs or characteristics of the listener.
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2.1.12 Learning Achievement of English Subjects in the Junior High School Phase

According to Kemendikbudristek (2021) in Sari A. (2023), the students of Junior High School expected to demonstrate an enhanced capacity for interaction and communication using spoken, written, and visual texts, across both formal and informal situation in the end of the learning phase. The students exhibit a strong grasp of various text genres, by implement or using it in daily life such as narratives, descriptions, procedures, ads, and authentic texts, and incorporate them as primary learning resources while studying English in this phase. Moreover, the students must in using English to convey opinions, express emotions, interpret written texts, and comprehend implied messages. They produce structured written and visual texts with a diversified vocabulary while understanding the purpose, audience, and literary devices required while producing such texts in English. Based on the Ministry of education and Culture, Kemendikbudristek's (2021) report, the following table presents the English learning achievement of Junior High School students:

Table 2.3
Achievements of Learning English Subjects

Listening Element – Speaking Element
By the end of phase, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topic. They engage in discussions such as giving opinions, making comparisons and

stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.

Reading element – Viewing element

By the end of phase, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal, or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.

Writing element – Presenting element

By the end of phase, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structure. Using models, they plan, create, and present informative, imaginative, and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a positions. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.

2.1.13 Management and Learning Principles of the Merdeka Curriculum

Learning management is an effort to organize the teaching process in order to achieve an effective and efficient teaching and learning process. According to Indonesian Law No. 20 of 2003 concerning the education system states that, learning is an interactive process of students with educators and learning resources in a learning environment.

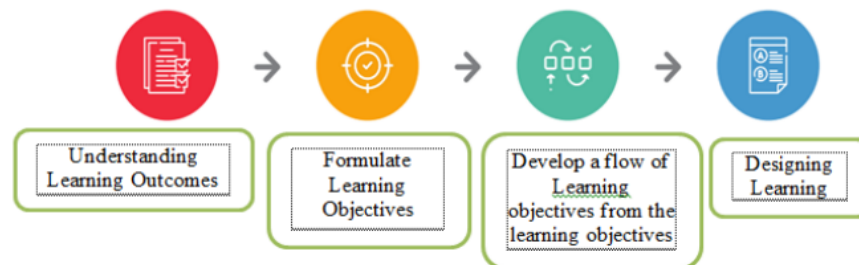
Therefore, it can be concluded that learning management is an effort to manage learning which includes planning, implementing, and evaluating learning in order to achieve effective and efficient learning goals.

The principles of learning according to Law No. 56 of 2022 concerning Guidelines for curriculum implementation are as follows:

- a) Learning is designed by considering the stage of development and the current level of achievement of learners, in accordance with learning needs, and reflects the characteristics and development of diverse learners so that learning becomes meaningful and enjoyable;
- b) Learning is designed and implemented to build the capacity to become lifelong learners;
- c) The learning process supports the holistic development of learners' competencies and characters;
- d) Relevant learning, i.e. learning designed according to the context, environment, and culture of the learners, and involving parents and communities as partners; and sustainable future-oriented learning.

2.1.18 The Management of Learning Plan

Based on Law No. 56 of 2022 which regulates the implementation of the independent curriculum, it states that planning is the first stage in learning which is realized by preparing the Teaching Module (MA) and all its components. The planning process for learning design based on the Merdeka curriculum is as follows:



The Process of Learning Plan

a) Understanding the Principles and Learning Outcomes

Learning Outcomes (Capaian Pembelajaran/CP) are the learning competencies that learners must achieve in each phase. Learning Outcomes provide general objectives and time available to achieve those objectives (phases). In general, the Merdeka Belajar Curriculum, consist of several phases that have been determined and adapted to each level of education. Each of the phases integrated to the learning outcomes (CP). Therefore, there are some principles of learning outcomes (Curriculum Handbook) namely as follows:

1. In the Learning Outcomes (CP), the competencies to be achieved are written in paragraphs and combine with knowledge, skills, and attitudes or dispositions to learn. Meanwhile, the character and general competencies to be developed are stated in the Pancasila student profile separately. By being framed as a paragraph, the knowledge that learners learn becomes a series that is related.
2. The text of learning outcomes consists of rationale, objectives, characteristics, and outcomes each phase. The rationale explains why it is important to learn the subject and how it relates to the Pancasila learner profile. Objectives describe the abilities or competencies that are intended after learners have studied the subject as a whole. Characteristics describe what is learned in the subject, the elements, or domains (strands) that make up the subject and evolve from phase to phase. Outcomes each phase are delivered in two forms, overall and outcomes per phase for each element. Therefore, it is important for educators to learn the CP for their subject thoroughly.

Understanding Learning Outcomes is a very important first step in learning. Every educator must be familiar with the Learning Outcomes as a guide in developing the curriculum, the flow of learning objectives, or the syllabus. Therefore, in addition to getting to know the subject better,

understanding CP can also spark ideas for developing learning designs. The following are some questions that can be used to spark ideas:

- 1) How will the outcomes in this phase be achieved by students?
- 2) What material will be learned and how broad and deep?
- 3) What kind of learning process will learners go through?

b) Formulating Learning Objectives

After understanding and determining the Learning Outcomes, educators process the ideas to formulate learning objectives. The learning objectives developed namely learning objectives that must be achieved by learners in one or more lesson hours, until finally at the end of the Phase they can achieve the Learning Outcomes. So, for Learning Outcomes in one phase, educators need to develop and design ideas about learning objectives so that they are more operational and concrete. Writing learning objectives contains 2 main components, namely:

- 1) Competencies, i.e. the abilities or skills that learners need to show/demonstrate. Guiding questions that educators can use include: concretely, what ability do learners need to demonstrate? What stage of thinking do learners need to demonstrate?
- 2) Scope of material, i.e. the key content and concepts that need to be understood by the end of a unit of study. Guiding questions that educators can use include: what are the things they need to learn from the big concept stated in the CP? Can the learners' surroundings and lives be used as a context for learning the content in the CP?

Therefore, Educators have alternatives to formulate learning objectives with some of the alternatives below:

- Alternative 1. Formulate learning objectives directly based on Learning Outcomes.

- Alternative 2. Formulate learning objectives by analyzing the 'competencies' and 'scope of material' in the Learning Outcomes.
- Alternative 3. Formulate learning objectives across learning outcome elements.

c) Developing the flow of learning objectives

After formulating the learning objectives, the next step in lesson planning is to develop the flow of learning objectives. The flow of learning objectives actually has a similar function to what is known so far as a "syllabus", which is for planning and organizing learning and assessment in outline for a period of one year. Therefore, educators can use the flow of learning objectives and this flow of learning objectives can be obtained by: (1) designing their own based on CP, (2) developing and modifying examples provided, or (3) using examples provided by the government.

The flow of learning objectives is sequential, systematic, and logical from the beginning to the end of the phase. The flow of learning objectives also needs to be linear, one-way and non-branching, just like the sequence of learning activities carried out from day to day. In developing the flow of learning objectives, there are several principles that need to be considered:

- 1) Learning objectives are more general goals rather than daily learning objectives (goals, not objectives);
- 2) The flow of learning objectives must be completed in one phase, not cut off midway;
- 3) The flow of learning objectives needs to be developed collaboratively, (if teachers develop, then it needs teacher collaboration across grades/levels in one phase.
- 4) The flow of learning objectives is developed according to the characteristics and competencies developed by each subject.

Therefore, they should be developed by subject experts, including teachers who are proficient in the subject;

- 5) The development of the flow of learning objectives does not need to be cross-phase (except for special education);
- 6) The method of organizing the flow of learning objectives should be logical, from simple to more complicated abilities, which can be influenced by the characteristics of the subject, the learning approach used (e.g. realistic mathematics);
- 7) The display of learning objectives begins with the flow of learning objectives first, then the thought process (for example, decomposing from elements to learning objectives) as an appendix to make it simpler and to the point for the teacher;
- 8) Since the flow of learning objectives provided by Kemendikbudristek is an example, the flow of learning objectives can be numbered/lettered (to show the order and completion of the phases);
- 9) The flow of learning objectives describes one the flow of learning objectives, not branching out (not asking teachers to choose). If the actual sequence can be different, it is better to create another learning objective flow as a variation, the sequence/flow needs to be clear according to the choice/decision of the compiler, and for this reason a number or code can be given; and
- 10) The flow of learning objectives focuses on the achievement of CP, not the learner profile of Pancasila and does not need to be completed with learning approaches/strategies (pedagogy).

d) Designing the Learning Plan

Lesson plans are designed to guide teachers in carrying out daily learning to achieve a learning objective. As such, lesson plans are developed based on the flow of learning objectives that educators use so they are more detailed than the flow of learning objectives. The flow of learning objectives

is not set by the government so that one educator can use a different flow of learning objectives from another educator even though they teach students in the same phase. Therefore, the lesson plans made by each educator can be different, especially because these lesson plans are designed by taking into account various other factors, including different learners, the school environment, the availability of learning facilities and infrastructure, and others.

Every educator needs to have a lesson plan to help guide the learning process to achieve the Learning Outcomes. This learning plan can be in the form of: (1) lesson plans or known as lesson plans or (2) in the form of teaching modules. If the educator uses a teaching module, then he/she does not need to make a lesson plan because the components in the teaching module include the components in the lesson plan or are more complete than the lesson plan. The components in question are listed in the following table:

The Minimum Components of Learning Plan (RPP)	Minimum Components in Teaching Modules
<ul style="list-style-type: none"> ○ Learning objectives (one of the objectives in the learning objectives flow). ○ Learning steps or activities. Usually for one or more meetings. ○ Learning assessment: Assessment plan for the beginning of learning and assessment plan at the end of learning to check the achievement of learning objectives. 	<ul style="list-style-type: none"> ○ Learning objectives (one of the objectives in the learning objectives flow). ○ Learning steps or activities. Usually for one learning objective that is achieved in one or more meetings. ○ Assessment plan for the beginning of learning along with instruments and assessment methods. ○ Assessment plan at the end of learning to check the achievement of learning objectives along with instruments and assessment methods. ○ Learning media used, including, for example, reading materials used, activity sheets, videos, or website links that students need to learn.

Minimum Components in RPP & Teaching Module

i. Teaching Module Design

Teaching modules are one of the teaching tools such as lesson plans that contain lesson plans in the classroom. In the teaching module there are components that are more complete than the lesson plan. Teaching modules are often called lesson plans plus. The objectives of designing and developing teaching modules are:

- 1) Develop teaching tools that guide educators in implementing learning.
- 2) Facilitate, expedite, and improve the quality of learning;
- 3) Become a reference for teachers in carrying out learning activities;
- 4) Become a framework that describes the procedure and organization of learning according to learning outcomes.

Therefore, educators have the freedom to choose or modify teaching modules that have been provided by the government to adapt teaching modules to the characteristics of students, or develop their own teaching modules according to the characteristics of students. In designing the teaching module, there are some principles namely:

1. Learning is designed taking into account the current stage of development and level of achievement of students, according to their diverse needs and characteristics, so that learning becomes meaningful and enjoyable.
2. Learning is designed and implemented to build capacity to become lifelong learners.
3. The learning process supports the development of competency and the character of participants is raised holistically.
4. Relevant learning, namely learning that is designed according to the context, environment and culture of students, and involving parents and the community as partners.
5. Learning is oriented towards a sustainable future.

ii. The Procedures of Developing Teaching Module

1. Identify learning objectives from Learning Outcomes which can be grouped into one scope of material. One Teaching Module can cover several learning objectives.
2. Carry out an initial assessment to identify students' initial competency mastery.
3. Determine assessment techniques and instruments along with indicators of assessment success that will be carried out at the end of the material scope. Ensure assessments are aligned with learning objectives.
4. Determine the time period or amount of JP needed.
5. Determine formative assessment techniques and instruments based on learning activities.
6. Create a series of learning activities from start to finish. Ensure learning activities are aligned with learning objectives.
7. Prepare attachments such as study sheets, learning materials, and learning media according to students' readiness, interests, and learning profiles.
8. Attach the required assessment instruments such as checklists, rubrics or observation sheets.
9. Double check the completeness of the teaching module components.

¹ Based on the explanation above, it can be concluded that the teaching module has components that at least contain objectives, steps, learning media, assessments, as well as other learning information and references that can help educators in carrying out learning. One teaching module usually contains a learning plan for one learning objective based on the flow of learning objectives that have been prepared. The teaching modules in the Independent Curriculum are intended to help educators teach more flexibly and contextually, not always using textbooks. Teaching modules can be another choice or alternative learning strategy.

Based on Ministry of Education and Culture regulations, the list of teaching module designs is as follows:

Section 1 : General Information	
No.	Teaching module components
1	Teaching module title
2	Selection of education unit and level
3	Selection of phase and grade
4	Selection of subject
5	General description of teaching module
Section 2 : Learning Outcomes and Objectives	
1.	Learning Outcomes, which consist of - Learning Outcome Elements - Sentence snippets of the intended Learning Outcome Elements
2.	Learning objectives of the entire teaching module
3	Choosing the reference flow of learning objectives provided
4	Dimensions of the Pancasila learner profile to be achieved through learning
Section 3 : Details of Usage Design	
1	Total Allocation of Lesson Hours, i.e. determining the number of meetings to complete the objectives
2	Determination of Learning Model: Online, Offline, Mixed
3	Infrastructure, which consists of equipment for the whole learning process
4	Prerequisite Competencies that students are expected to master before learning begins
Section 4 : Module list (Meeting Details)	
1	Allocation of Learning Hours (JP) per Meeting
2	Details of Learning Activities or Learning Design, which is recommended to consist of: <ul style="list-style-type: none"> ✪ Learning objectives for the meeting ✪ Success indicators ✪ List of teaching equipment ✪ List of supporting material attachments as a reference for attachments in the supporting material section.
3	Details of learning activities or suggested learning design consist of: <ul style="list-style-type: none"> ✪ Complete steps of learning activities ✪ Assessment plan ✪ Differentiation plan for students with diverse abilities
4	Supporting materials or appendices, which may include: <ul style="list-style-type: none"> ✪ Reference materials/teaching materials ✪ Student worksheets/assessments that can be done by students during learning ✪ Reflection instrument

7 Therefore, in the Merdeka Belajar curriculum, educators have the freedom to choose and modify examples of available teaching modules or develop their own teaching modules, according to the context, needs and characteristics of students. In short, the complete components that need to be included in the teaching module are as follows:

Komponen Modul Ajar
Teaching Module Components
1. General Information
2. Learning Phase
3. Learning outcomes and objectives
4. Meeting details
✧ Allocation of learning hours (JP) per meeting
✧ Details of learning activities, which are suggested to consist of:
• Specific learning objectives for the meeting
• Trigger questions and meaningful understanding
• Success indicators
• List of teaching materials
• List of teaching material attachments
• Learning step/activity plan
• Assessment plan
• Differentiation
✧ Attachments or supporting materials, can be:
• Teaching materials/reference materials
• Student worksheet/assessment
• Reflection instrument
• Glossary
• Bibliography

2.1.19 Management of Teaching

7 The implementation of teaching in the Merdeka Belajar curriculum is carried out in accordance with the stages stated in the Teaching Module (MA). The implementation of teaching is listed in the MA which is classified as a core competency activity. Learning activities are a series of learning scenarios that have a systematic sequence that can be included with other learning

options that suit students' learning needs, but remain within the time duration that has been planned or determined. The contents of the stages of learning activities in the independent curriculum are introduction, core, and conclusion which are based on active learning methods. (Kemendikbud go.id).

The implementation process or learning stages in the independent curriculum are almost the same as the previous curriculum. However, in the implementation of teaching in the Merdeka curriculum, it has been designed to be more interactive, one of which lies in the core learning competencies. Before implementing learning, educators can ask students initial questions which are outlined in the teaching module learning plan, which aims to arouse speaking intelligence, curiosity, start discussions between friends and teachers, and start observations. This initial question is called a trigger question. (Salsabilla, at.al 2023).

In the Merdeka Belajar Curriculum-based learning process, teachers are expected to be able to implement differentiated learning (Kemendikbud.go.id). Differentiated learning is a teaching and learning process where students can study learning material according to their abilities and preferences, so that they do not get frustrated and feel like they have failed in their learning experience. (Khristiani et al., 2021). In differentiated learning, teachers must understand and realize that there is not only one way, method, strategy used in studying learning material. Teachers need to arrange lesson materials and activities during learning.

2.1.20 The Principles and Management of Learning Assessment

Assessment is an activity that is integral to the learning process. Assessments are carried out to look for evidence or basic considerations regarding the achievement of learning objectives. Assessment is the process of collecting and processing information to measure the achievement of student learning outcomes. The assessment principles are as follows:

- a) assessment is an integrated part of the learning process, facilitating learning, and providing holistic information, as feedback for educators, students, and parents/guardians so that it can guide them in determining further learning strategies;
- b) assessments are designed and carried out in accordance with the assessment function, with the freedom to determine the technique and time for carrying out the assessment to effectively achieve learning objectives;
- c) assessments are designed fairly, proportionally, validly and reliably to explain learning progress, determine decisions about steps and as a basis for developing appropriate subsequent learning programs;
- d) reports on learning progress and student achievements are simple and informative, providing useful information about the character and competencies achieved, as well as follow-up strategies; And
- e) The results of the assessment are used by students, educators, education staff, and parents/guardians as reflection material to improve the quality of learning.

¹ In implementing the Merdeka curriculum, there are several assessments that must be implemented in learning, namely as follows:

- ¹ I. Formative assessment, namely assessment that aims to provide information or feedback for educators and students to improve the learning process.
 - a. Assessments at the beginning of learning are carried out to determine students' readiness to learn teaching material and achieve planned learning objectives. This assessment is included in the formative assessment category because it is intended for teachers' needs in designing learning, not for the purposes of assessing student learning outcomes reported in report cards.
 - b. Assessments in the learning process are carried out during the learning process to determine student progress and at the same time

provide fast feedback. Usually this assessment is carried out during or in the middle of learning activities/steps, and can also be carried out at the end of the learning step. This assessment is also included in the formative assessment category.

Assessment or formative assessment aims to monitor and improve the learning process, as well as evaluate the achievement of learning objectives. This assessment is carried out to identify students' learning needs, the obstacles, or difficulties they face, and also to obtain information on student development. This information is feedback for students and educators. For students, formative assessments are useful for reflection, by monitoring their learning progress, the challenges they experience, and the steps they need to take to continuously improve their achievements. This is an important learning process to become a lifelong learner. Meanwhile, for educators, formative assessments are useful for reflecting on the learning strategies they use, as well as for increasing their effectiveness in designing and implementing learning. This assessment also provides information about the individual learning needs of the students being taught.

In order for assessments to provide these benefits to students and educators, several things that educators need to pay attention to when designing formative assessments, include the following:

- a) Formative assessment is not high risk (high stake). Formative assessments are designed for learning purposes and should not be used to determine report card grades, promotion decisions, graduation, or other important decisions.
- b) Formative assessment can use various techniques and/or instruments. An assessment is categorized as a formative assessment if the aim is to improve the quality of the learning process.

- c) Formative assessment is carried out simultaneously with the ongoing learning process so that formative assessment and learning become a unity.
- d) Formative assessments ⁵ can use simple methods, so that feedback on the results of the assessment can be obtained quickly.
- e) Formative assessments carried out at the beginning of learning will provide information to educators about students' learning readiness. ⁵ Based on this assessment, educators need to adjust/modify their learning implementation plans and/or differentiate learning to suit students' needs.
- f) The assessment instruments used can provide information about strengths, things that students still need to improve and reveal ways to improve the quality of writing, work or performance that is given feedback. Thus, the assessment results are not just a number.

¹ 2. Summative Assessment, namely an assessment carried out to ensure the achievement of the overall learning objectives. This assessment is carried out at the end of the learning process or can also be carried out simultaneously for two or more learning objectives, according to the educators' considerations and educational unit policies. In contrast to formative assessments, summative assessments are part of the assessment calculation at the end of the semester, end of the school year, and/or end of level.

² Assessment or summative assessment at primary and secondary education levels aims to assess students' achievement of learning objectives and/or CP as a basis for determining grade promotion and/or graduation from an educational unit. Assessment of the achievement of student learning outcomes is carried out by comparing the achievement of student learning outcomes with the criteria for achieving learning objectives. The Summative assessment can function to:

- 5 a) Measuring tools to determine the achievement of student learning outcomes in one or more learning objectives in a certain period;
- 5 b) Measuring tools to determine the achievement of student learning outcomes in one or more learning objectives in a certain period;
- 5 c) Determine the continuation of the student's learning process in the next class or level.

Summative assessments can be carried out after learning ends, for example at the end of a scope of material (can consist of one or more learning objectives), at the end of the semester and at the end of a phase; specifically for the assessment at the end of the semester, this assessment is optional. If educators feel that they still need confirmation or additional information to measure students' achievement of learning outcomes, they can carry out an assessment at the end of the semester. On the other hand, if educators feel that the assessment data obtained during semester 1 is sufficient, then there is no need to carry out an assessment at the end of the semester. What needs to be emphasized is that for summative assessments, educators can use various techniques and instruments, not only in the form of tests, but can use observation and performance (practice, producing products, carrying out projects, and creating portfolios). The following is an example of an assessment or assessment instrument that can be an inspiration for educators, namely:

Rubric	Rubrics are guidelines created to assess and evaluate the quality of learners' performance outcomes so that educators can provide the necessary assistance to improve performance. Rubrics can also be used by educators to focus attention on competencies that must be mastered. Performance outcomes are outlined in the form of criteria or dimensions to be assessed that are graded from least to best.
Checklist	A list of information, data, traits, characteristics, or elements

	that are addressed.
Anecdotal notes	Brief notes of observations focused on outstanding performance and behavior, accompanied by the background of the incident and the results of the analysis of the observations made.
Grafik Perkembangan (Kontinum)	Graphs or infographics depicting stages of learning development.
Assessment instruments can be developed based on the assessment techniques used by educators. Below are examples of assessment techniques that can be adapted, namely:	
Observation	Continuous assessment of learners through periodic observations of observed behavior. Observations can be focused on all learners or individually.
Performance	Assessments that require learners to demonstrate and apply their knowledge to a variety of contexts according to desired criteria. Performance assessment can take the form of practice, producing a product, doing a project, or creating a portfolio.
Project	Assessment activities for a task include designing, implementing, and reporting activities, which must be completed within a certain period/time.
Written tests	Tests with questions and answers presented in writing to measure or obtain information about learners' abilities. Written tests can take the form of essays, multiple choice, descriptions, or other forms of written tests.
Orally test	Providing questions that require learners to answer orally, and can be given classically during learning.

	Giving assignments to learners to measure knowledge and facilitate learners to acquire or improve knowledge.”
Assignment	Providing questions that require learners to answer orally, and can be given classically during learning. Giving assignments to learners to measure knowledge and facilitate learners to acquire or improve knowledge”.
Portfolio	A collection of documents of assessment results, awards, and learners' work in certain fields that reflect development (reflective-integrative) within a certain period of time.

Therefore, in the Merdeka Belajar curriculum, the implementation of assessments is very important. Assessments can be carried out differently at certain levels, according to their characteristics. Various forms of assessment that can be carried out include: anecdotal notes, checklists, work results, portfolios, documentation, etc.

2.1.21 Definition of Writing Skill

In order to convey ideas effectively, students must master the skill of writing, which involves the transmission of thoughts, emotions, and information through a recognized language system (Nofameltriani Harefa et al., 2023). According to Liosa and Malone cited in (Harefa et al.,) writing is the process of creating sentences and paragraphs to develop and express ideas. Further emphasizes that writing requires a thoughtful and deliberate approach in order to deliver a clear message and convey information to readers. In addition, as cited by Harmenita (2010:83) in (Telaumbanua et al., 2022) writing is an effective means of communicating ideas and messages, as they can be articulated in writing on a sheet of paper or other surfaces. According to Jim A.P, cited in Hongqin (2014:56) in (Telaumbanua et al., 2022), the skill

of writing is intricate and challenging to acquire. Furthermore, (Telaumbanua et al.,2022), stated that practicing writing is beneficial for individuals as it enables them to organize their thoughts and opinions about a given topic, explore various ideas, and express diverse perspectives.

Meanwhile, writing is subject to specific criteria that must be adhered to, including the information being delivered, proper grammar, and correct spelling, among others. A well-written text that follows these rules generally receives a positive response. As stated by Braine & Yorozu in Javed et al (2013:130) in (Zebua, 2022), writing skill requires a structured and methodical approach to presenting ideas in a logical and coherent manner, which involves a sequence of procedures that take time to complete. Students must invest time in practicing writing techniques to master the skill and produce effective texts. Furthermore, according to (Zebua, 2022) writing is the process of expressing thoughts and emotions in text format while complying with the standard writing procedures. Thus, based on the definition it can be inferred that writing is one of skill that involves constructing coherent sentences to form a cohesive text that represents an individual's perspective and can be comprehended by the reader. Writing serves as a means for individuals to express their emotions, thoughts, and opinions, as the content of the text reflects the writer's innermost beliefs and sentiments.

2.1.22 The Purposes of Writing

Writing has transformed into a diverse form of art that can be utilized to accomplish various objectives. The objectives of writing can be generally divided into four primary categories, as Cox (1962) stated in Dhuge, et al. (2021): informing, entertaining, satirizing, and convincing.

- 1) The primary goal of writing is to communicate ideas and facts. This objective is widespread in academic and vocational fields, where the author aims to impart information on a specific theme or area of interest.

In an informative text, the aim is to furnish the readers with relevant and accurate insights, typically presented from an objective standpoint.

- 2) Writing can also serve the purpose of entertaining an audience. In such instances, humor forms a crucial aspect of the writing style, as it helps maintain the reader's interest. A skilled writer can create a sense of joy, contentment, or amusement for their readers through their storytelling prowess.
- 3) Satire represents a distinct type of humor characterized by its capacity to illustrate serious matters such as social dynamics, politics, and religion in a comical manner. The underlying objective of satire is to bring about constructive transformations. The style of satire can range from direct and explicit to more nuanced and subtle in its presentation.
- 4) Writing can also serve the purpose of persuasion, becoming a powerful instrument to sway an audience's opinion. Effective persuasion requires the writer to construct a compelling argument supported by sound reasoning, evidence-based claims, and logical deductions.

Recognizing the diverse objectives of writing is crucial for anyone aspiring to produce quality content. Each purpose necessitates distinct methodologies and strategies that differentiate it from the others. For this reason, clarity of purpose is indispensable in writing, as it allows the writer to customize their message to suit their intended audience and attain the desired objectives. This approach enables writers to create content that is both effective and impactful.

2.1.23 Stages of Writing

According to Alodwan and Ibnian's (2014:155) model as referenced by Zebua (2022), the writing process involves a number of discrete phases that can be categorized as follows:

- a. The pre-writing phase, otherwise known as the planning phase, requires students to gather their thoughts and structure their material before writing.

- b. The drafting stage involves students putting their thoughts into writing, prioritizing the content rather than the technicalities.
- c. The revising stage of the writing process, students go over their work to make changes and improvements. This involves analyzing the organization, main ideas, supporting details, examples, and relationships between different concepts within the writing.
- d. In the context of the writing process, editing comes after the revising stage. During editing, students typically focus on making extensive local changes to their written work, such as correcting grammar, spelling, and punctuation errors. This stage is important, as it helps to produce a polished, error-free final version of the written piece.
- e. The final stage of the writing process is publishing, where revised and edited pieces of writing can be shared or published. This is the ultimate goal for writers and is the step that brings their work to the public or share.

Moreover, Harmer (2004) in Husna (2020) has outlined a number of distinct stages within the writing process:

- a. The planning stage is an important part of the writing process, where the writer determines the purpose of their writing. This includes selecting an appropriate language, choosing the information and text type for the piece, and considering the intended audience. Additionally, content structure is important, with the writer ensuring that ideas, arguments, and facts are presented in a logical sequence. The planning stage sets the foundation for the rest of the writing process and helps the writer stay focused and organized.
- b. Drafting: In the writing process, drafting is the stage where the first version of a written piece is created. This initial draft is usually refined through later stages of the writing process, and many subsequent drafts may be produced. During the drafting stage, writers typically focus on generating content without worrying too much about structural or grammatical issues.

Once the content is in place, subsequent drafts can be refined through revisions and editing.

- c. Editing (Reflecting and Revising): After the initial draft is completed, the writer moves on to the editing stage, which involves reflecting and revising the work. During this stage, the writer will typically read through the written piece and identify areas that need refinement. This can include making structural changes, enhancing the clarity of writing, and improving the flow of information. Feedback from peer review or editors can be extremely valuable in this process, as it helps the writer to identify areas that may need further work.
- d. The final stage of the writing process is producing the final version of the written piece, which is typically achieved after undergoing extensive editing. The final version of the written piece may differ significantly from the initial plan or draft, as modifications made throughout the revising process can lead the written piece in new directions. During this stage, the writer focuses on making final edits to guarantee the level of quality has been achieved. A polished final product should demonstrate an appropriate writing style and tone for the chosen subject and intended audience.

2.1.23 Kinds/Types of Writing

According to Huy's classification in Zebua (2022), writing is a crucial element of any language, and it has multiple purposes. This classification identifies four major types of writing, including exposition, argumentation, description, and narration, each serving a unique role in conveying information to readers.

- 1) Exposition is used to explain, inform, or clarify complex ideas, while argumentation involves constructing a logical argument supported by evidence. Description paints a vivid picture of sensory experiences, people, or places, while narration recounts a series of events in a specific

order. These different types of writing can be used separately or in conjunction with one another to create a cohesive and engaging written piece.

- 1) Exposition is a form of writing that is commonly used for delivering speeches. It serves as a form of explanation or clarification for the audience, providing background information about the plot, character, setting, and theme of the essay, story, or motion picture
- 2) Argumentation is a form of writing that focuses on civil debate, dialogue, conversation, and persuasion, with the goal of convincing readers to accept a specific point of view. It involves studying the rules of inference, logic, and procedural rules in both artificial and real-world settings, which can be used to create a logical and persuasive argument.
- 3) Description is a form of writing used in both fiction and non-fiction to create a mental image and provide additional information or explanations to enhance the reader's understanding. Sensory details like smells, tastes, sounds, and colors create meaning, imagery, and emotions that help to improve the realism of the writing. Specific language, metaphors, and similes are techniques that can be used to enhance descriptive writing, commonly used in genres such as poetry, travel writing, and creative non-fiction.
- 4) Narration is a type of writing that is used to retell stories or events that have taken place, either experienced by the writer or others. It helps to shape history by providing readers with an insight into what happened in the past. Narration can be used to illustrate characters, plot lines, and action, as well as to evoke emotions and convey important messages.

Besides that, the classification by Huy, Gerot and Wignel, in Pestaria (2014:29) cited in Zebua (2022), suggest that there are fourteen types of writing, which include Spoof, Recount, Report, Analytical, Exposition, News Items, Anecdote, Narrative, Procedure, Description,

Hortatory Exposition, Explanation, Discussion, and reviews. Each of these types of writing used for a specific purpose and has unique characteristics based on the target audience. Therefore, it is important to know the purpose of writing and the target audience before selecting the type of writing to use.

In this research, the researcher used an explanation text as the material that written by the students. An explanation text is a form of expository writing that used to provide information on a topic or subject. Typically, they provide an explanation of a process, object, or event. By using this type of text as the material for the research, the researcher can accurately convey the information being discussed. In conclusion, understanding the different types of writing is essential for effective communication and conveying information to the target audience. Each form of writing has a unique purpose and is used in different contexts; therefore, the writer should choose the type of writing that best suits their intentions.

2.2 Conceptual Framework

The conceptual framework in this research aims as a direction in conducting research. The guidelines for understanding the flow thought so that the analysis is more systematic. In this research, the researcher chooses SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan, particularly an English teacher and the students at the eighth grade as research informants. This research is initiate by the gap between expectations and reality. Based on Kemendikbudristek regulations Number 22 of 2023 that concerned about the implementation of Merdeka Belajar Curriculum had determined six elements of English subjects an integrated in English learning achievements.

However, in reality based on the phenomenon gap found by researchers and also supported by previous researcher, so the researcher reveals that many of students still have lack of knowledge and ability in mastering English skill particularly writing. Moreover, the students disable to produce good sentences and cannot express their self through written text. Therefore, this phenomenon

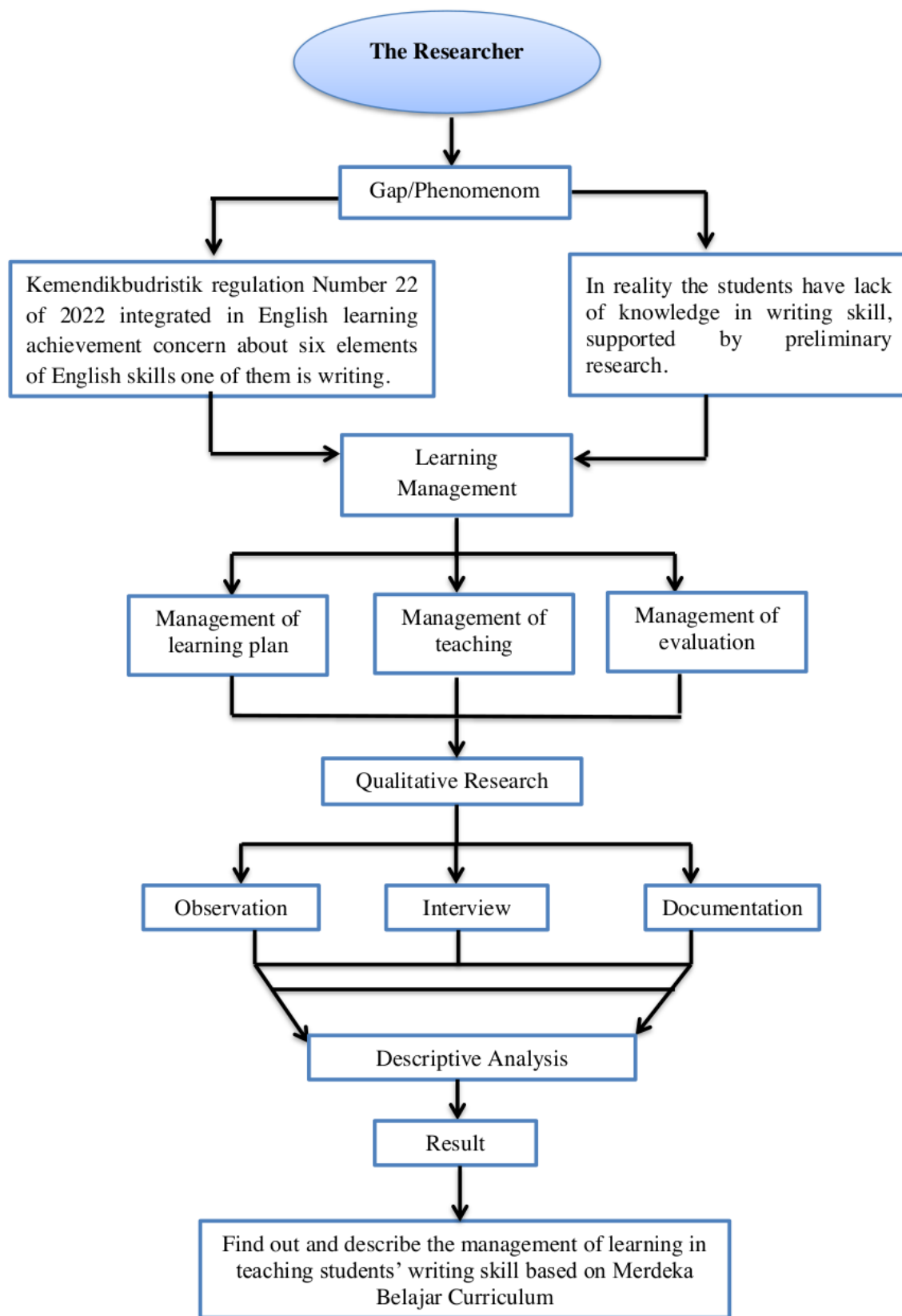
becomes English teacher responsibility because teacher is the frontline and as a factor that plays a significant role in determining the quality of learning.

Then, the student achievement is highly influence by teacher. Therefore, it is crucial for the teacher to prioritize achieving educational goals and learning desires. So, the teacher must resolve and overcome the problem, one of which is by paying attention to the management of learning. It is supported by a Law Number 14 of 2005 concerning that teacher are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. Furthermore, in article 20 states that one of the professional obligations of teachers is to plan learning, implement a quality learning process, assess and evaluate learning outcomes, and improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology, and art.

Therefore, based on the explanation of the statements, also some regulation and also some theory, the researcher realize that learning management is one of the main keys to achieve the learning goals especially writing skill. The successful learning can be realized if it is determined by the quality of management, because the better quality of teach management so the more effective the learning targets can be achieved. Hence, due to the existence of Merdeka Belajar curriculum, the teachers need to have effective teaching strategies and must be able to optimize students' writing skills through the skill of management the learning process.

In addition, the focus of the research conducted by researcher in this case there are three focuses, namely how is the management of learning plan, management of teaching and how is the management of evaluation students writing skill based on Merdeka Belajar Curriculum. So, the researcher would like to conduct the research by using a qualitative research particularly descriptive approach. Then, to collect data, the researcher will use instruments in the form of interview guidelines with English teachers to find out how is the management of

learning plan based on Merdeka Belajar Curriculum and make direct observations to the teacher also students to know how does the teacher implement the teaching learning activities and how does the teacher evaluate the students in the context of Merdeka Belajar Curriculum. Besides that, the researcher collect documentation of each activities during learning process. After collecting the data, the researcher will report the results of the research in accordance with the actual situation in the field based on existing data without making changes or adjustments to the circumstances and results of the data. Furthermore, the researcher will analyze the data suggested by Miles & Huberman's theory, namely data collection, data reduction, data display, and drawing conclusion. Furthermore, the conceptual framework about is this research described in the schematic as follows:



3.1 Approach and Type of the Research

The intention of this study is to gather data regarding learning management systems used to educate students how to write, specifically in relation to the Merdeka Belajar Curriculum. The researcher will use a descriptive approach combined with qualitative research to carry out this study. In order to obtain knowledge on learning management, the researcher needs to go out into the field and develop a holistic grasp of the phenomena that are encountered by subjects in the social environment.

Because qualitative research aims to interpret and comprehend naturally occurring phenomena or events that can be orally stated and explained through language, Based on Telaumbanua et al. (2022) and Zega et al. (2023), the researcher uses a qualitative research approach to gather and provide the data with a suitable explanation and description. This means that in order to effectively communicate their study methodology, findings, and conclusions to others, researchers employ precise and descriptive language. This strategy aims to guarantee that the gathered data is presented in an intelligible and transparent manner.

Furthermore, Fiantika et al. (2022:5) disclose that the overall goal of qualitative research is to comprehend a variety of phenomena, including behavior, perception, motivation, and action, on a deeper level. The language used to explain these phenomena in detail accurately portrays the circumstance or subject under study. Thus, by using qualitative research methodologies in this study, the researcher may help investigate how to teach writing skills to eighth-grade students at SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan in 2023/2024 using a learning management based on the Merdeka Belajar Curriculum.

3.2 Variables of the Research

According to Laoli (2023), research variables are a crucial part that are extremely related to purchasing and become one of the features of the sample that are inspected, quantified, reported, and evaluated. Research variables, according to Puspitasari (2020), are all the things or traits that researchers concentrate on when doing their research. After that, information on these variables is gathered through observation and study so that conclusions can be made later on. Stated differently, research variables are the ideas or concepts that researchers are interested in investigating and learning more about. These are thoroughly examined and analyzed to provide important knowledge and understanding.

In research, variables are typically classified as either independent or dependent. The dependent variable is one that depends on the independent variable, whereas the independent variable is the one that will affect the dependent variable. Supported by Hardani et al. (2020), in Islamuddin et al. (2023) defined the dependent variable as the one that changes or is impacted by other variables during an experiment. The independent variable, on the other hand, is the one that has the power to influence or affect the dependent variable. Stated separately, the dependent variable is what researchers measure to determine the impact of the independent variable, while the independent variable is what researchers control or alter throughout an experiment. As a result, in this study, student writing ability is the dependent variable and learning management based on the Merdeka-Belajar Curriculum is the independent variable.

3.3 Population and Sample

The eighth-grade English teachers and students at SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan served as the study's informants. Using the entire sampling technique, the researcher selected the reliable informants. According to Arikunto's perspective in Fitri (2019:27), if there are fewer than 100 students in the overall population, it is preferable to take a sample of all of them; however, if

there are more students than 100 in the population, the sample can be taken from 10–25%, or even more.

On this occasion, the researcher selected a 10% sample of the entire population. According to research informant data, there were 3 teachers overall and 165 students in the tenth grade. As a result, one eighth grade class was used as the study's informant population. There were 27 students that served as informants, or 10% of all eighth graders. Of these, two English teachers also instruct eighth grade pupils.

3.4 Setting and Schedule of the Research

The research will be conducted at SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan, located in Pelud Bhinaka Street km. 9, Ononomolo 1 Lot village, Gunungsitoli Selatan disctric, Gunungsitoli city, North Sumatera. Based on the policy, the researcher will conduct this research on April 2024.

3.5 Source of Data

Generally, research data often comes in two varieties: main data and secondary data. The researcher collects the main data directly from the source using techniques including observations, interviews, and documentation. According to Murdianto in Zega (2023), clarified that primary data is information received directly from the subject, supports this. Furthermore, any knowledge, fact, or reality that is directly or closely related to the research being done is considered primary data according to Haryoko (2020). This information is essential to assessing if a research study is successful or unsuccessful. Since primary data establishes the basis for the study and is crucial to addressing the research question, it is therefore regarded as the major component of the research process. Primary data is usually gathered directly from the source by the research team for that particular project. It might come from surveys, interviews, experiments, and other sources.

On the other hand, secondary data are records that have already been created or gathered by another party. Numerous sources, including books, statistical databases, websites, and published research articles, provide this kind of information. The primary data is supported by secondary data. There are occasions when it has an indirect connection to the study and the primary data's documentation. This is supported by Murdianto in Zega (2023), who explains that secondary data is information that has been acquired via an intermediary and includes records, books, journals, and earlier research as well as histories and case studies.

Additionally, secondary data can assist researchers validate and repeat the results of earlier studies, as well as contextualize their findings. The eighth-grade English teachers and students at SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan served as a source of data for this study. The primary sources of data used in this study were interviews and observation. The purpose of the observation was to gather data about the educational resources that the teacher had offered. In addition, observations are made throughout the teaching and learning process to learn how teachers handle their lessons. The English instructor was interviewed in order to get information regarding learning management within the framework of the Merdeka Belajar Curriculum. Then, the secondary data were obtained from documentations namely by documenting the students recount text directly to find out the student's ability in writing skill.

3.6 Instrument of the Research

Instruments are tools used by researchers to collect information. According to Muslihin et al. (2022) in Islamuddin et al. (2023), the instrument of the research is a tool used to measure observed natural and social phenomena. The instrument of research is very important in collecting the data. There are some research instruments that use by researcher namely as follows:

a. Observation Sheet

In conducting this study the researcher watching and noting human behavior, physical phenomena, or other objects and events without directly manipulating. Observation is a systematic and structured process of using senses to gather information about the phenomena. The theoretical foundation of observation dates back to the 18th century work of Charles Darwin in Zega (2023) as an essential aspect of his scientific method. The observation requires careful planning, recording, and interpretation. Researchers need to collect document what see and hear accurately, systematically, and objectively. Depending on the research questions, observation require adherence to ethical guidelines and obtaining informed consent from participants. The aspects to be observed were adopted from (*Kemendikbudristek Number 56 of 22*)

Table 1
OBSERVATION SHEET

Date :
Month :
Meeting :
Time :

ASPECT												
Planning					Implementing				Evaluating			
Teacher	Components	Yes	No	Explanation	Opening activities	Yes	No	Explanation	Diagnostic	Yes	No	Explanation
Teacher Provide AIP	Identity of CP				Opening activities				Diagnostic			Explanation
	CP											
	Scope of materials											
	Learning objectives											
	Time Allocation											
	Pancasila Students Profile											
	Learning Stages											
	Assessments											
Teacher Provide MA	Learning Sources				Core Activities				Formative			Explanation
	MA Identity											
	CP											
	Pancasila Students Profile											
	Media, Tools, & Materials				Closing Activities				Summative			Explanation
	Learning methods/models											
	Learning Objectives											
	Assessments											
	Meaningful comprehension											
	Prompting questions											
	Learning scenarios											
	Students reflection											

b. Interview Sheet

In conducting interviews, researcher needs interviews guideline. An interview guideline is a document containing a list of questions and participant information, so that the interview will be directed and organized. In this study, the researcher will conduct an interview with an English teacher guided by questions related to the research variables. The form of interview which was used by the researcher is put bellow:

Table 2.1 INTERVIEW QUESTIONS

No	Aspect of Question	Teacher's Response
	Management of Learning Planning	
1.	<i>Apakah Bapak/Ibu mengetahui perencanaan pembelajaran sesuai dengan tuntutan Kurikulum Merdeka yang tertuang pada Permendikbudristek No. 16 tahun 2022 tentang Standar Proses?</i>	
2.	<i>Apa saja perencanaan pembelajaran yang Bapak/Ibu buat sesuai dengan tuntutan Kurikulum Merdeka?</i>	
3.	<i>Apakah sebelum mengajar Bapak/Ibu mempersiapkan program tahunan, semesteran, mingguan dan harian, remidi dan pengayaan?</i>	
4.	<i>Apa yang Bapak/Ibu ketahui tentang capaian pembelajaran (CP)?</i>	
5.	<i>Bagaimana cara Bapak/Ibu menganalisis CP?</i>	
6.	<i>Bagaimana cara Bapak/Ibu merumuskan tujuan pembelajaran?</i>	
7.	<i>Apa yang Bapak/Ibu ketahui tentang alur tujuan pembelajaran (ATP)?</i>	
8.	<i>Bagaimana cara Bapak/Ibu menyusun alur tujuan pembelajaran (ATP) bagaimana langkah-langkahnya?</i>	
9.	<i>Apakah Bapak/Ibu melaksanakan test diagnostic dalam pembelajaran dikelas sebelum menyusun rancangan pembelajaran?</i>	
10.	<i>Bagaimana pelaksanaan test awal yang di terapkan dalam pembelajaran di kelas?</i>	
11.	<i>Apa yang Bapak/Ibu lakukan setelah mengetahui hasil dari test awal/ test diagnostik?</i>	
12.	<i>Apakah ada hambatan dalam penyusunan alur tujuan pembelajaran (ATP)? Bagaimana solusinya? (Jika ada)</i>	
13.	<i>Apa yang Bapak/Ibu ketahui tentang modul?</i>	
14.	<i>Bagaimana cara Bapak/Ibu membuat rancangan pembelajaran (modul) sesuai dengan tuntutan Kurikulum Merdeka?</i>	
15.	<i>Apa saja komponen pada modul yang Bapak/Ibu buat?</i>	
16.	<i>Apakah manfaat dari modul yang Bapak/Ibu buat?</i>	
17.	<i>Apakah ada hambatan dalam penyusunan modul? Bagaimana</i>	

	<i>solusinya? (Jika ada)</i>	
18.	<i>Apakah Bapak/Ibu memiliki buku pegangan dalam mengajar menggunakan kurikulum Merdeka?</i>	
19.	<i>Apa saja media pembelajaran yang Bapak/Ibu gunakan dalam mengajar?</i>	
20.	<i>Apakah selama Bapak/Ibu menyusun perencanaan pembelajaran sesuai dengan kurikulum Merdeka menemukan hambatan atau kesulitan? (Jika ada)</i>	
21.	<i>Apakah Bapak/Ibu mengetahui adanya website Merdeka mengajar?</i>	
22.	<i>Apakah Bapak/Ibu pernah mengakses website tersebut?</i>	
23.	<i>Apa manfaat yang Bapak/Ibu dapat dari adanya website tersebut?</i>	
24.	<i>Apa saja fasilitas yang bapak/Ibu gunakan dalam menyusun perencanaan pembelajaran serta fasilitas penunjang dalam pengajaran bahasa inggris?</i>	
25.	<i>Bagaimana cara Ibu mempersiapkan pembelajaran atau merancang pembelajaran writing skill?</i>	
26.	<i>Bagaimana cara Bapak/Ibu menentukan metode pembelajaran yang tepat dalam pengajaran writing?</i>	
27.	<i>Bagaimana cara Bapak/Ibu menentukan media pembelajaran yang relevan dalam pengajaran writing?</i>	

No	Aspect of Question	Teacher's Response
	Management of Implementing	
1.	<i>Bagaimana Bapak/ibu melaksanakan aktivitas pembelajaran writing skill?</i>	
2.	<i>Bagaimana Bapak/ibu mengajar writing skill kepada siswa?</i>	
3.	<i>Apa metode pengajaran yang Bapak/ibu gunakan dalam pembelajaran writing skill?</i>	
4.	<i>Apa saja media yang Bapak/ibu gunakan dalam pembelajaran writing skill?</i>	
5.	<i>Bagaimana cara agar seluruh siswa tersebut dapat aktif dalam pembelajaran untuk meningkatkan kemampuan writing skill mereka ?</i>	
6.	<i>Bagaimana feedback yang Bapak/Ibu harapkan dalam pengajaran bahasa inggris?</i>	
7.	<i>Bagaimana cara mengantisipasi kelas yang tidak ada feedback?</i>	
8.	<i>Bagaimana pembagian alokasi waktu dalam pengajaran bahasa inggris?</i>	
9.	<i>Bagaimana Bapak/ibu melaksanakan aktivitas pembelajaran writing skill?</i>	
10.	<i>Bagaimana Bapak/ibu mengajar writing skill kepada siswa?</i>	
11.	<i>Apa metode pengajaran yang Bapak/ibu gunakan dalam pembelajaran writing skill?</i>	
12.	<i>Apa saja media yang Bapak/ibu gunakan dalam pembelajaran writing skill?</i>	

13.	<i>Bagaimana cara agar seluruh siswa tersebut dapat aktif dalam pembelajaran untuk meningkatkan kemampuan writing skill mereka ?</i>	
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No	Aspect of Question	Teacher's Response
	Management of Evaluating	
1.	<i>Apakah siswa memiliki kemampuan writing skill yang baik?</i>	
2.	<i>Apa saja kelemahan atau kesulitan siswa dalam writing skill yang pernah Ibu temui?</i>	
3.	<i>Bagaimana cara Bapak/Ibu mengatasi masalah yang dihadapi oleh siswa terkait kelemahan dalam writing skill?</i>	
4.	<i>Bagaimana bentuk evaluasi yang bapak/Ibu lakukan untuk mengetahui kemampuan siswa?</i>	
5.	<i>Bagaimana bapak/ibu menyesuaikan langkah dan kebutuhan masing-masing peserta didik?</i>	
6.	<i>Bagaimana pelaksanaan test formatif dalam pembelajaran di kelas?</i>	
7.	<i>Bagaimana pelaksanaan test sumatif dalam pembelajaran di kelas?</i>	
8.	<i>Apakah siswa memiliki kemampuan writing skill yang baik?</i>	
9.	<i>Apa saja kelemahan atau kesulitan siswa dalam writing skill yang pernah Ibu temui?</i>	
10.	<i>Bagaimana cara Bapak/Ibu mengatasi masalah yang dihadapi oleh siswa terkait kelemahan dalam writing skill?</i>	
11.	<i>Bagaimana bentuk evaluasi yang bapak/Ibu lakukan untuk mengetahui kemampuan siswa?</i>	

3.7 Data Collecting Technique

On this occasion, the researcher collected the multiple data from the field in order to gain depth comprehension of the phenomenon in natural setting. To collect the data, the researcher needs techniques as procedures of getting the necessary data. According to Ary, et al. (2010:51) argued that qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). In this research, the techniques used by the researcher in the data collection process consists of three types namely interviews, observation and documentation.

a. Interview

Interview is the act of conversing with individuals to obtain information about a subject, event, or activity. It is one way of collecting information by asking a number of questions for the informants or participants as interview subjects. According to Fiantika, 2022:53 there are three types of interview namely structured, semi-structure, and unstructured interviews.

1. Structured interviews involve the researcher asking the same set of questions to each respondent, and these questions are predetermined before the interview. The purpose is to obtain specific information, and tools such as recording devices, voice recorders, pictures, and brochures can be used to help in the data collection process.
2. Semi-structured interviews are more flexible in nature than structured interviews. They are open-ended and allow the interviewer to explore in-depth issues and problems, inviting respondents to share their opinions and ideas.
3. Unstructured interviews are free-form interviews where the interviewer does not have predetermined questions and the interview process is more conversational in nature. In this type of interview, the researcher listens to the respondent's narrative and allows them to steer the conversation.

Therefore, to align the interview process with the focus and objectives of the research, structured interviews will be conducted in this study. This technique is preferred because it enables the researcher to maintain control of the interview process and ask predetermined questions that target specific information that is needed for the study. By using structured interviews, the researcher can ensure consistency of the interview process across all participants. Bellow, the researcher will present the procedures was used to conduct the interview with English teachers.

- 1) The researcher made a list of interview questions based on the data to be obtained.

- 2) The researcher made a schedule with the eighth grade English teachers at SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan to conduct interview.
- 3) The researcher came to the school based on the determined schedule by preparing interview guideline.
- 4) The researcher conducted face two face interview with the English teachers.
- 5) The researcher recorded the interview process conducted with the English teacher and wrote down several things that were considered important during the interview.
- 6) The researcher made the interview transcript based on the interview results from the voice recording.
- 7) The researcher analyzed the data obtained through interview.
- 8) The researcher made interpretation of the research results and then drawing conclusion.

b. Observation

Observation is a data collection method where researchers record information as they see it during the study (W. Gulo, 2002: 116). Creswell in Fiantika 2022:105 reveals that observation is the collection of data through the use of human senses, by observe or watching social phenomenon in the real world and recording events as they happen. In addition, the process of observation and recording is systematic and focuses on capturing symptoms of the object being studied. Moreover, observations are used to record natural behavior, dynamics that emerge, and descriptions of behaviors in accordance with existing conditions.

In this study, a checklist sheet will be used as a tool to make observations. The sheet will contain a list of observations that will be marked with a check (√) according to the aspects that are observed. Therefore, observations that are made will be recorded systematically and checked off on the checklist sheet based on the aspects that are being observed. Johnson and

Christensen in Haryoko (2020: 156), suggest that there are four types of observation techniques in qualitative research that are commonly used in research, namely: complete participant observe, participant as observer, observer as participant, and complete observer. However from the fourth types, the researcher refer to choose participant as observer as observation techniques. Participant as observer define as data collection method where the researcher informs the target group that they are present to conduct research. Besides that, the type of observation technique, which is participant observation, meets the requirements of research ethics. The researcher provides information about their presence as a researcher to the research subjects. Additionally, the researcher is directly involved in the area where the research takes place or the target group of the research. These factors enhance the transparency of the research process and establish a relationship of trust between the researcher and the research subjects. By adhering to research ethics in participant observation, researchers can ensure the safety, well-being, and informed consent of the research subjects while collecting reliable and valid data. Bellow, the researcher explains the sequence of procedures that will be carrying out in collecting the data in conducting the observation as follows:

- 1) The researcher made a schedule with the English teacher of SMP Negeri 2 Dharma caraka Gunungsitoli Selatan to conduct the observation during the learning activities
- 2) The researcher came to the school based on the determine schedule by preparing a check list sheet that contains a list of observations that have been marked with a check list of observations that have been marked with a checklist according to the aspect observed
- 3) The researcher and English teachers came to the class which was as subject of the research
- 4) During the learning process in the classroom, the researcher made observation during four meetings of two English teachers according to the

list of aspects observed on the observation sheet and allow the teacher regulation for the researcher during taking the observation data. the researcher also not interrupting the learning process itself

- 5) The researcher started to analyzed the data ased on the results of observation
- 6) The researcher made interpretations of the research results and then drew conclusions.

c. Documentation

After doing the observation, and interview, the researcher then took documentation of ATP and Modul ajar that provide by teacher, also students' result of writing. The researcher took pictures, record or videotape during learning process carried out by teacher. According to Gay, et al. (2012:390) cited in Zebua (2022) argue that videotapes and audiotapes provide qualitative researchers with another valuable data source and also collect the students' result of writing. Finally, the observation, and interview with some related data were documented in captured image during the process done, because the documentation of all the activity will determined the successfulness of the research. Bellow, the researcher explains the sequence of procedures that will be carrying out in collecting the data in conducting the documentation as follows:

- 1) The researcher made a schedule with the English teacher of SMP Negeri 2 Dharma caraka Gunungsitoli Selatan to conduct the research during the learning activities.
- 2) The researcher came to the school based on the determine schedule, and during the observation after three meetings, the researcher collected the documentations of students' results of writing recount text.
- 3) The researcher collected the students' recount text result which had given and checked by English teacher.

- 4) Then the researcher started to analyzed the data based on the result of the documentation
- 5) The researcher made interpretations of the research results and then drew conclusions.

3.8 Data Analysis Techniques

According to Patton, (2022) data analysis is the process of arranging the sequence of data, organizing it into patterns, categories and a basic description so that themes can be found and working hypotheses can be formulated as suggested by the data. Regarding to form the conclusion of the research result, the researcher must analyze the obtained data and later on draws a certain conclusion as the objective of the research.

Firstly, the researcher analyzed the primary data gained from observing the learning devices provided such as Learning Module (MA) and ATP, observing the teaching and learning process, interview the English teacher, and documenting the written work made by students as their written assignment which the teacher had given, especially about recount text. The data from observation was analyzed based on the observation sheet; the data from interview was analyzed based on the interview sheet that teachers answer; and the data from documentation was analyzed based on the students' recount text assignment.

According to Miles and Huberman in Dewi Kurniasih, at.al (2019:31-32) there are three stages the researcher has to follow in analyzing data; they are data condensation, data display and drawing a conclusion. The explanations of each phase are as follows:

a) Data Condensation

According to Fiantika 2022:70) data condensation involves the process of selecting, reducing, organizing, eliminating and/ or expanding the data collected from field notes, transcripts, documents, and other sources. This process increases the power of the data by refining, focusing, eliminating, and

organizing it so that "final" conclusions can be made and confirmed. After obtained the data, the researcher made a transcript of the interview results with the English teacher which was completed with the interview time information. Everything was written in detail on the transcript sheet (See appendix of the result of English Teachers' interview).

After made the transcript, the researcher condenses the data with organizing and described the result of the interview both of English teachers to find out how is the ways of the teachers in managed the learning in the context of Merdeka curriculum, by grouping components management of learning. Then, the researcher focused in analyzing the first and the second English teachers' responses about management of learning based on interview result. The next step, the researcher analyzed the results of observation based on the observation sheet checklist which had made according to the Ministry of education (2022). The following are the guidelines uses by the researcher to categorize them based on management indicators of learning plan such as ATP and MA, and management of teaching in the context of Merdeka Curriculum.

Table 1 The Complement components of ATP
(*Badan Standar Kurikulum, 2022*)

No.	The Indicator of ATP Completeness
a)	Including the identity of the ATP such as author identity, the name of education unit and subject, class, year and semester and total lesson hours
b)	Including the Learning Outcomes in one phase
c)	Including the learning objectives to complete one phase by providing material.
d)	Including the general learning objective
e)	Including the Flow of CP (Learning Objectives) prepared collaboratively and includes time allocation,
f)	Contain Pancasila student profile
7.	Contain the general learning activities or stages
8.	Contain the assessment

9. Contain the references/student learning resources
10. Contain information about the Pancasila profile and focus on achieving CP.

Table 1.1
The Components of MA based on Merdeka Curriculum

No	Components of MA	The Smallest Elements of MA Components	Information
1.	General Information	Module identity	Details of the compiled Modul Ajar include the name of its compiler, the year, and institution it was compiled, as well as teaching module, school level, class, and allocated time.
		Initial competences	The essential knowledge and skills those are necessary for students to acquire before studying a certain subject.
		Pancasila Students' Profile	The main objective of an educational undertaking that concern the cultivation of students' moral fiber.
		Facilities and infrastructure Learning Models	The equipment and facilities required to bolstering learning efforts. A model or framework for learning that presents an organized perspective on how learning should be carried out.
2.	Core Components	Learning Objectives	Learning objectives can include various aspect such as gaining knowledge-based facts and information, understanding of procedures and concepts, development of thinking and reasoning abilities, and honing of collaborative and strategic communication skills.
		Assessment	In order to achieve the desired educational goals, it is imperative that the criteria for success are well-defined and aligned with the specific learning objectives.
		Prompting Questions	To cultivates students' curiosity and critical thinking skills, teachers may develop inquiry-based questions that prompt learners to seek answers and explore further.

	Meaningful Comprehension	Details of the positive outcomes and benefits that students can expect to obtain after completing a learning experience.
	Learning Stages	The learning activities are arranged in sequential pursuits is ordered and structures according to the planned duration of time.
	Students’ and teacher reflections’	Reflection activities involving both students and teachers are an integral component of the learning process, where students have the opportunity to provide constructive feedback to their instructor through both written and spoken communication.
3. Appendices	Students’ worksheet	Created for students use, the resource can be reproduces as needed to be provided to students, including those who are not enrolled full-time.
	Remedial and Enrichment	Enrichment programs are designed for students who excel academically, enabling them to explore and maximize their intellectual capabilities, whereas remedial instruction is aimed at providing guidance to students who require additional help to grasp the subject matter.
	1 Teacher and students’ reading materials	The tools can serve as an introductory exercise to set the tone at the outset of learning, or as an activity to enhance students understanding of the material during or at completion of the learning experience.
	A glossary	In creating educational materials, a glossary is essential in providing more in-depth definition and context for terms that need clarification.
	Bibliography	Reference sources used in the creation of the Learning Module must be identified and included within the learning materials.

**Table 2 Components Managements of Teaching
(National Curriculum Standard Agency, 2022)**

No.	Components Management of Teaching
1.	Opening
2.	Teaching
3.	Closing

**Table 2
Principles of Teaching Based on Merdeka Belajar Curriculum
(National Curriculum Standard Agency, 2022)**

No.	Principles of Teaching Based on Merdeka Belajar Curriculum
A	Teaching Writing Interactively
1	Creating dialogic interactions in teaching writing
2	Creating active interactions with the learning environment for writing learning
3	Building collaboration to nurture students' spirit of togetherness in learning writing
B	Teaching writing inspiringly
4	Creating a learning atmosphere that can spark ideas, encourage imagination, and explore new things
5	Facilitating students with various learning resources to enrich insights and learning resources about writing
C	Teaching writing in a fun way Creating a joyful, interesting, and safe learning atmosphere in teaching writing
6	Creating a joyful, interesting, and safe learning atmosphere in teaching writing
7	Using a variety of writing teaching methods
8	Accommodating gender, cultural, religious or belief, and students' needs in teaching writing
D	Creating writing learning that is challenging
9	Using learning material and activities according to students' abilities and developmental stages
10	Facilitating students to believe that their potential can be improved

E Creating writing learning that can motivate students to participate actively and develop creativity.

- 11 Building a learning atmosphere that provides opportunities for students to express their opinions through their writing
 - 12 Involving students in developing learning plans, setting individual or group targets, and monitoring students' writing achievements.
-

b) Data Display

After reducing the data, the next activity is display the data to be meaningful. Data display can be done by narrative form, table, graphic, and others. It aims for making the data will be more easily comprehended and systematically compiled in a pattern of relationship. The data display can be done by the researcher through some ways, as follow:

1) Observing the learning devices

Firstly, the researcher collected data by analyzing the learning planning management through observing the learning device documents such as ATP and MA provided by the English teachers according to the completeness of the documents formulated by the Curriculum Standards Agency (2022). The observation was carried out to evaluate the provided learning devices.

2) Observing the teaching and learning process

Secondly, the researcher collected data by analyzing the teaching management carried out by the teachers through observing the teaching and learning activities according to the learning guidelines set by the Curriculum Standards Agency (2022). The observation was carried out to evaluate the teaching and learning process. According to the explanation, the researcher will analyze the observation results based on the completeness criteria of the analysis documents in teaching planning and implementation, as follows:

Table 1 Assessment of the completeness of teaching planning and implementation based on the Merdeka curriculum.

No.	Criteria	Score
1.	Very Complete	100
2.	Complete	75
3.	Sufficient	50
4.	Incomplete	25
5.	Not Complete	0

Adaptasi Sugiyono (2016)

(Cited In Aprilia Rizki (2023); Ghâncaranjurnal Pendidikan

The following are the assessment criteria for the completeness of learning materials and implementation of teaching, as follows:

Table 3 Assessment criteria for completeness of planning and implementation of teaching based on the Merdeka Curriculum

No.	Scor	Criteria
1.	86-100	Very Complete
2.	71-85	Complete
3.	56-70	Sufficient
4.	<55	Incomplete

Adaptasi Ali (2017)

(Cited In Aprilia Rizki (2023); Ghâncaranjurnal Pendidikan

3). Interviewing the teacher

In this step, the researcher will interview the teachers to obtain further information on how they manage their learning process, including planning, implementation, and assessment of learning in more detail.

Thus, the researcher will gain a lot of information regarding how the teachers manage the Merdeka curriculum-based learning process.

4). Taking documentation of students' writing recount text

In this stage, the researcher will collect the recount text writing made by the students as a form of formative assessment conducted by the English teacher. By documenting the recount text writings of the students, the researcher will know the students' ability to express ideas and thoughts through recount writing in accordance with the teaching management implemented by the English teacher.

In this phase, the researcher continued also to analyze the secondary data that was obtained from documenting the students' writing recount text. On this occasion, the researcher collecting and documenting the students' recount text assignment had given and checked by teacher to analyzed the students ability in writing after teach based on implementing learning management of Merdeka Belajar Curriculum in teaching. The data from documenting was analyzed about students recount text and describing the text based on the generic structure and language features based on the descriptor and criteria for generic structure and Language features of recount text that was taken on <https://writeon.bos.nsw.edu.au/rubrics.php> (Bagus Candra.,et al, 2020).

c) Conclusion Drawing

Therefore, the last phase of analyzing the data is conclusion drawing. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the formulated questions as study objective. Verification is also linked to conclusion drawing and it entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research focus. After that, the researcher draw the conclusion and verify the answer of research questions that is done in

displaying the data by comparing the observation data, interview data, and documentation data. Thus, the researcher will get the conclusion about learning management based on Merdeka Belajar Curriculum in Teaching Students Writing Skill.

3.9 Procedures of the research

In conducting the research, the researcher applied procedures to obtain the result as follows:

- a. The researcher asked permission to the principal of SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan to do the research.
- b. The researcher decided the informant and the number of informants of the research.
- c. The researcher made a schedule with the English teacher of SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan to conduct the research.
- d. The researcher came to school and did the observation. The researcher compiled the observation sheet during the process. The observations were consisting of two; the first conducted the observation for learning devices provided by teacher. Then, conducted observation in teaching and learning process. The purposed to continue getting depth understanding from the previous observation conducted when apprenticeship 3 in 2023 and compared with the new curriculum.
- e. After the researcher observed the teaching learning process, the researcher collecting and documenting the students' recount text assignment had given and checked by teacher.
- f. The researcher interviewed the English teacher based on the prepared questions in advance.
- g. The researcher then analyzed the obtained data from observation, interview and questionnaire

- h. The researcher classified the result of data analysis to be easily comprehended.
- i. The researcher drew the conclusion and made interpretation of the research based on the analyzed data.
- j. After the data was analyzed, the researcher did research validity in order to assure research credibility, transferability, dependability, and conformability.
- k. The researcher finally presented the research in systematic paper and ready to be examined.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Research Results

Before conducting the research, the researcher validated the research instruments that were used to two internal validator namely, Mr. Afore Tahir Harefa, S.Pd, M.Hum as the first validator and Mr. Dr. Yaredi Waruwu, M.Pd., S.S as the second validator and an external validator namely an English teacher Ms. Anita Zebua, S.Pd. as the third validator. The research instruments to be validated were observation sheet checklist, and questioners for English teacher interview. This research was carried out at SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan. There were two English teachers in the school who taught in class VIII. However, the research was conducted in class VIII-D. Based on the research focus, namely an analysis of learning management based on Merdeka Belajar Curriculum in teaching students writing skill, the researcher had collected the data through observations, interviews, and documentations. The researcher conducted observations in the classroom to obtain more accurate data in answering the problem formulation of the research, by observed an English teacher who taught in class VIII. Also observed the learning devices such as ATP and MA provided. Then, the researcher made interviews with two English teachers to gain more completed answers related to the problem formulations. After collecting the data, the researcher analyzed the data based on the interview transcripts, observation sheet checklist, and documentations of students writing about recount text which had given by teacher. The data was analyzed through data analysis techniques namely, data condensation, data display, and drawing conclusions.

4.1.1 The Result of Observation Sheet Checklist

The observation was carried out in order to gathering information in comprehensive manner about the phenomenon existing in the field. The

4 observation is a technique of collecting the data by systematically and purposefully recording the symptoms on the object of research. The researcher had conducted observations for one month according to the schedule determined by the English teacher. This observation activity was carried out six times with a variety of different observation activities. The researcher has done observation on May 7th, 2024 and took documentation of learning devices in the form of ATP and MA with the permission of the principal. Then, the researcher observed four meetings for the first English teacher on May 8th, 10th, 22nd, and 29th, 2024 and two meetings for the second English teacher which were held on May 21st, and 28th, 2024. Then the researcher has participated in monitoring the project activities carried out in class on May 25th, 2024 as part of the students' English project assignments and observed the summative assessment on June 6th, 2024. In conducting observations, the researcher followed the direction and agreement conveyed by the English teacher starting from determining the schedule for conducting research and agreeing to take teaching documentation. In carrying out this observation, 2 the researcher used a research instrument in the form of a checklist observation sheet consisting of aspects of Merdeka Curriculum learning management, which was made by the researcher 6 based on the guidelines in the Ministry of Education and Culture regulations.

4.1.1.1 The Management of Learning Planning

Lesson planning observations are carried out by documenting Merdeka Curriculum learning tools provided by English teachers in the form of ATP (Flow of Learning Objectives) and MA (Teaching Modules). Data collection aims to determine the planning conditions of learning tools that have been prepared by teachers in the learning process. At the first meeting, the researcher observed the lesson planning device in the form of ATP, especially in the odd semester, and to find out the condition of the ATP, the researcher used a checklist observation sheet made based on Permendikbud No. 56 Year 22, which aims to analyze the suitability of lesson planning in the form of ATP and

MA made by English teachers based on the Merdeka curriculum. The following are the results of lesson planning management research on available ATPs and MAs;

a) Learning Planning of ATP

In this section contains the data analysis focused on the components of Alur Tujuan Pembelajaran used by two English teachers. The researcher describes the results of the ATP' content supported by using observation sheet checklist and documentary. The researcher analyzed the completeness of the ATP (Flow of Learning Objectives) based on the ATP' principles composition by the Education Standards, Curriculum and Assessment Agency (2022). Based on the Curriculum Standards Agency, (2022) there are ten components of ATP, namely the identity of the ATP such as author identity, the name of education unit and subject, class, year and semester and total lesson hours, the second is to include Learning Outcomes in one phase, the third is there are learning objectives to complete one phase by providing material, the fourth is general learning objective, The fifth is preparation of the Flow of CP (Learning Objectives) prepared collaboratively and includes time allocation, the sixth is the Pancasila student profile, the seventh is the general learning activities or stages, the eighth is the assessment, the ninth is contain references/student learning resources, and the last is include information project of strengthening the Pancasila profile and focus on achieving CP. The ten components were found by researchers in the ATP (Flow of Learning Objectives) provided by English teachers. The following is detailed information about the components of the Flow of Learning Objectives, namely as follows:

No.	The Indicator of ATP Completeness	Score
g)	Including the identity of the ATP such as author identity, the name of education unit and subject, class, year and semester and total lesson hours	40
h)	Including the Learning Outcomes in one phase	100

i)	Including the learning objectives to complete one phase by providing material.	100
j)	Including the general learning objective	100
k)	Including the Flow of CP (Learning Objectives) prepared collaboratively and includes time allocation,	100
l)	Contain Pancasila student profile	100
7.	Contain the general learning activities or stages	100
8.	Contain the assessment	100
9.	Contain the references/student learning resources	100
10.	Contain information about the Pancasila profile and focus on achieving CP.	100
Average		94

Table 1 The Complements of ATP
(*Badan Standar Kurikulum, 2022*)

Based on the table above, the researcher analyzed the ATP components used by each English teacher. The components contained in the ATP based on the results of the researcher's analysis consist of ten pieces, namely the general information of ATP (Flow of Learning Objectives) which consists of several smallest elements including school identity including the name of the education unit, class unit, subject identity, subject year, and semester. However, based on the indicator of ATP completeness, the English teacher didn't include the ATP author identity so that the team who compiling the ATP was unknown. Furthermore, it didn't include the time allocation, so the total number of lesson hours is unknown. In addition, it didn't include the phase information in the ATP, so it isn't known which CP (Learning Outcomes) are derived from the learning phase because the availability of phases is very important for determining CP. Besides that, the developmental phase of students of each grade in education has different levels of achievement, needs, and learning styles so that educators and education units can gain freedom in harmonizing learning so that it fits the characteristics of students (Mubarak, 2022). Therefore, determining the phase to be used is very important before determining which CP will be achieved by learners.

The second component is the availability of CP (Learning Objectives). The ATP provided by the English teacher includes CP along with its description which indicates the English language elements that need to be achieved by students during the learning process. The English language elements listed must be adapted to the Learning Objectives based on the available materials in each lesson. The third component is the availability of the scope of materials in the ATP, which contains the material or unit covered. The material cited by the teacher comes from the student book provided by the government and is supported by materials from internet sources. The fourth component found is learning objectives. According to the ATP provided by the English teacher, there was TP (Learning Objectives). The Learning Objectives are a clear statement of what the student will do or achieve when completing a material unit.

The fifth component found is time allocation, which is calculated based on effective hours per week and then distributed into CP or the English language elements to be studied. The sixth component is the Pancasila Students Profile. The Pancasila Students Profile consists of six dimensions, including faith in God Almighty, noble character, independence, mutual cooperation, global diversity, critical and creative thinking. The elements represent the characteristics and competencies expected to be achieved by students based on the noble values of Pancasila. Through the Pancasila Students Profile, students are invited to appreciate and respect differences and uphold the values of tolerance to build character. The seventh component available is learning stages. The learning activities in the ATP represent a general overview of the activities derived from the predetermined materials and learning objectives. Next is the assessment component. Based on the ATP provided, there are three types of assessments included: diagnostic, formative, and summative tests. The next component is project information aimed at strengthening the Pancasila profile and focusing on achieving the CP.

The next provided components are the project information aimed at strengthening the Students' Pancasila profile. The English teacher has included

some information regarding the project theme to strengthen the Pancasila profile based on the *Kemdikburistek Decree Number 262/M/2022* regarding *Amendment to Kemdikbudristek Decree Number 56/M/2022 on Curriculum Implementation Guidelines for the Learning Recovery Program* includes several themes such as sustainable lifestyle, local wisdom, and unity in diversity, building body and soul, democracy, engineering and technology, entrepreneurship, and employment. However, the English teacher did not focus on teaching the project themes available but instead focused on achieving the CP (learning objectives) by students. The last component contained is the learning sources include the list of reference such as student books, English dictionaries, and other media such as instructional videos.

Based the information on Table 11, it can be concluded that the ATP (Learning Objectives Flow) designed and used by the English teacher has a very good completeness with score of 94. This is based on the inclusion of Learning Objectives Attainment in one phase with clear objectives; completes one phase by providing material, includes general learning objectives, and is collaboratively developed with time allocation provided; provides a complete Pancasila Students Profile dimension; includes assessment; explains one learning objective without branching, provides learning sources for students, and includes project information aimed at strengthening the Pancasila profile and focusing on achieving the Learning Objectives Attainment (see Appendix XX on the ATP)

B) Learning Planning of MA

In this section, data analysis is focused on the components of Modul Ajar used by two English teachers. Both of the English teachers used different Modul Ajar, as Teacher A developed their own Modul Ajar, while Teacher B modified the Modul Ajar provided by the government. Therefore, the researcher describes the results of the content of the Modul Ajar, supported by using documentary and observation sheet checklists. The analysis is based on the *Ministry of Culture, Education, Research, and Technology No. 262, 2022*, which states that there are

1 three main components of Modul Ajar: general information, core components, and appendices. Each of these components is divided into smaller elements. Firstly, general information consists of the identity of the module, initial competence, Pancasila Students Profile, facilities and infrastructure, target learners, and the learning model used. Secondly, core components consist of learning objectives, meaningful understanding, trigger questions, teaching preparation, learning activities, assessment, enrichment and remedial, and students' and teachers' reflections. The last component is appendices, which consist of student worksheets, teacher and student reading materials, a glossary, and a bibliography. The results of the analysis on the two Modul Ajar will be described under subheadings as follows.

I. The Analysis of MA 1 by Teacher A

The first document is the MA of teacher A, who teaches in classes eight C, D, and E. the module's content is about "No Littering", which focuses on writing skills with the topics of simple past tense and recount text. Based on the observation results of the Modul Ajar, the researcher found the tree main components of the module, which are further divided into smaller elements. Below is the detailed information on MA 1 of Teacher A.

Table 1.1
The Analysis of MA 1

No	Components of MA	The Smallest Elements of MA Components	The Suitability		Information
			Yes	No	
1.	General Information	Module identity		✓	Details of the complied Modul Ajar include the name of its compiler, the year and institution it was compiled, as well as teaching module, school level, class, and allocated time.
		Initial		✓	The essential knowledge and

	competences		skills those are necessary for students to acquire before studying a certain subject.
	Pancasila Students' Profile	✓	The main objective of an educational undertaking that concern the cultivation of students' moral fiber.
	Facilities and infrastructure	✓	The equipment and facilities required to bolstering learning efforts.
	Learning Models	✓	A model or framework for learning that presents an organized perspective on how learning should be carried out.
2. Core Components	Learning Objectives	✓	Learning objectives can include various aspect such as gaining knowledge-based facts and information, understanding of procedures and concepts, development of thinking and reasoning abilities, and honing of collaborative and strategic communication skills.
	Assessment	✓	In order to achieve the desired educational goals, it is imperative that the criteria for success are well-defined and aligned with the specific learning objectives.
	Prompting Questions	✓	To cultivates students' curiosity and critical thinking skills, teachers may develop inquiry-based questions that prompt learners to seek answers and explore further.
	Meaningful Comprehension	✓	Details of the positive outcomes and benefits that students can expect to obtain after completing a learning experience.
	Learning	✓	The learning activities are

	Stages		arranged in sequential pursuits is ordered and structures according to the planned duration of time.
	Students' and teacher reflections'	✓	Reflection activities involving both students and teachers are an integral component of the learning process, where students have the opportunity to provide constructive feedback to their instructor through both written and spoken communication.
3. Appendices	Students' worksheet	✓	Created 1 : students use, the resource can be reproduced as needed to be provided to students, including those who are not enrolled full-time.
	Remedial and Enrichment	✓	Enrichment programs are designed for students who excel academically, enabling them to explore and maximize their intellectual capabilities, whereas remedial instruction is aimed at providing guidance to students who require additional help to grasp the subject matter.
	Teacher and students' reading materials	✓	The tools can serve as an introductory exercise to set the tone at the outset of learning, or as an activity to enhance students understanding of the material during or at completion of the learning experience.
	A glossary	✓	In creating educational materials, a glossary is essential in providing more in-depth definition and context for terms that need clarification.

1	Bibliography ✓	Reference sources used in the creation of the Learning Module must be identified and included within the learning materials.
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Accordance to the table above there was three components on the learning module which consist of 14 items. It focused on three aspects namely general information, core components, and appendices. From three aspects reviewed; First, general information consists of module identity, Pancasila students' profile facilities and infrastructure, learning models. Second, core components consist of learning objectives, assessment, prompting questions, meaningful comprehension, learning stages, students', and teacher reflections'. The last is appendices that consist of students' worksheet, teacher and students' reading materials, a glossary, and bibliography. The MA (learning module) A complete has three components based on the categories from *the Ministry of Education, Culture, Research and Technology No. 262 the, 2022*. However, there are still the smallest elements which not include in the Learning Module namely initial competences, remedial and enrichments.

II. The Analysis of MA 2 by Teacher B

In this section the researcher will describe Modul Ajar by teacher B who teaches in classes eight A & B. The module's content is also about "No Littering", which focuses on writing skills with the topics of simple past tense and recount text. Based on the documentation of Modul Ajar, the researcher found the tree main components of the module, which are further divided into smaller elements. Below is the detailed information on Modul Ajar 2 by teacher B, which presented in a table format.

Table 1.1
The Analysis of MA 2

No	Components of MA	The Smallest Elements of MA Components	The Suitability		Information
			Yes	No	
1.	General Information	Module identity	✓		Details of the compiled Modul Ajar include the name of its compiler, the year and institution it was compiled, as well as teaching module, school level, class, and allocated time.
		Initial competences	✓		The essential knowledge and skills those are necessary for students to acquire before studying a certain subject.
		Pancasila Students' Profile	✓		The main objective of an educational undertaking that concern the cultivation of students' moral fiber.
		Facilities and infrastructure	✓		The equipment and facilities required to bolstering learning efforts.
		Learning Models	✓		A model or framework for learning that presents an organized perspective on how learning should be carried out.
2.	Core Components	Learning Objectives	✓		Learning objectives can include various aspect such as gaining knowledge-based facts and information, understanding of procedures and concepts, development of thinking and reasoning abilities, and honing of collaborative and strategic communication skills.
		Assessment	✓		In order to achieve the desired educational goals, it is imperative that the criteria for

	Prompting Questions	✓	success are well-defined and aligned with the specific learning objectives. To cultivates students' curiosity and critical thinking skills, teachers may develop inquiry-based questions that prompt learners to seek answers and explore further.
	Meaningful Comprehension	✓	Details of the positive outcomes and benefits that students can expect to obtain after completing a learning experience.
	Learning Stages	✓	The learning activities are arranged in sequential pursuits is ordered and structures according to the planned duration of time.
	Students' and teacher reflections'	✓	Reflection activities involving both students and teachers are an integral component of the learning process, where students have the opportunity to provide constructive feedback to their instructor through both written and spoken communication.
3. Appendices	Students' worksheet	✓	Created for students use, the resource can be reproduced as needed to be provided to students, including those who are not enrolled full-time.
	Remedial and Enrichment	✓	Enrichment programs are designed for students who excel academically, enabling them to explore and maximize their intellectual capabilities, whereas remedial instruction is aimed at providing guidance to students who require additional help to grasp the

1 Teacher and students' reading materials	✓	subject matter. The tools can serve as an introductory exercise to set the tone at the outset of learning, or as an activity to enhance students understanding of the material during or at completion of the learning experience.
A glossary	✓	In creating educational materials, a glossary is essential in providing more in-depth definition and context for terms that need clarification.
Bibliography	✓	Reference sources used in the creation of the learning module must be identified and included within the learning materials.

Accordance to the table above there was three components on the learning module which consist of 12 items. It focused on three aspect general information, core components, and appendices. From three aspects reviewed; First, general information consists of module identity, initial competences, Pancasila students' profile, facilities and infrastructure, and learning models. Second, core components consist of learning objectives, assessment prompting questions, meaningful comprehension, and learning stages. The last is appendices that consist of teacher and students' reading materials, a glossary, and bibliography. The learning module B complete three components based on the categories from *the Ministry of Education, Culture, Research, and Technology No. 262 the, 2022*. However there are still the smallest elements which not include in the learning module namely students' and teacher reflections', students' worksheet, remedial and enrichment. Based on the explanation about MA above, the researcher created a comparison table of the completeness of learning module. The table was created based on *the Ministry*

of Education, Culture, Research, and Technology No. 262 the Year 2022. The table includes the following information.

**Table 4 The Completeness of MA
(National Curriculum Standard Agency, 2022)**

No.	Aspek kelengkapan MA	T1	T2
A. General Information			
1.	Clearly state the identity of the module's author	100	100
2.	State the initial learning competency	0	100
3.	State the targeted students' Profile of Pancasila	100	100
4.	State the facilities and infrastructure needed	100	100
5.	Use an appropriate learning model	100	100
B. Core Component			
6.	State suitable learning objectives	100	100
7.	Implement learning assessment	100	100
8.	Use appropriate prompting questions	100	100
9.	Perform meaningful teaching	100	100
10.	Organize learning activities in a structured manner (opening, core activities, and closing).	100	100
11.	Encourage reflection on learning for both students and educators	100	0
12.	Use enrichment and remedial measures.	0	50
C. Appendixes			
13.	Use student worksheets that are aligned with learning achievements.	100	0
14.	Provide relevant reading materials for both teachers and students.	100	100
15.	Use relevant glossary.	100	100
16.	Use relevant bibliography.	100	100
Average		87,5	84,37

Based on the table of learning module completeness, it can be identified that the learning module 1 by Teacher A has a better completeness level with an average score of 87.5, while Teaching Module 2 by Teacher B has an average

completeness score of 84.37. Therefore, the researcher will describe the overall observation results of both teaching modules as follows;

a. General Information

1) Identity of the module

The researcher's analysis led to the conclusion that both teachers included or expressed their personal identity in the learning modules they created.

2) Initial competence:

The researcher's analysis of the Initial Competence on Modul Ajar revealed that both teachers included or expressed the initial competence. The table shows that teacher A did not use the initial competence in modul ajar 1, while teacher B used it in MA 2.

3) Pancasila students' profile

After analyzing the Modul Ajar for Pancasila, the researcher concluded that both teachers included or expressed the Pancasila students' profile. English teacher A and B both included the components of Pancasila students' profile in their Modul Ajar.

4) Facilities and infrastructure

Based on the analysis of the Facilities and infrastructure components used by English teacher A and English teacher B in the Modul Ajar, it can be concluded that both teachers utilized these components

5) The learning module used.

The researcher's analysis of the MA's components revealed that only English teacher A included information about the learning module used. English teacher B did not write any information on the learning module used, as found by the researcher.

h. Core Components

1) Learning objectives

One of the core components that must be included in the learning module that makes by teacher A and teacher B namely both of them used the learning objectives component in MA 1 and MA 2.

2) Meaningful understanding

Based on the findings from the analysis of the meaningful understanding on Modul Ajar conducted by the researcher, it can be seen that both of the teacher used meaningful understanding. Based on the table above, teacher A uses meaningful understanding in MA 1 while teacher B does not used in MA 2.

3) Prompting questions

Based on the data findings from the analysis of prompting questions competence aspect conducted by the researcher, it can be interpreted that the teacher A and teacher B had no problems with aspect of trigger questions competence employment in the Learning Module (MA) developed. Both of them were appropriate with the Merdeka curriculum and the ministry of culture, education, research, and technology No. 262 Year 2022 about trigger question.

4) Learning activities

Teacher A and Teacher B explains the learning activities in detail starting from the introduction, core, and closing based on standard The Ministry of Culture, Education, Research and Technology No 262 Year 2022

5) Assessment

Based on the researcher's analysis that teacher A and teacher B include or use assessments such as what is used in the teaching module in accordance with The Ministry of Culture, Education, Research, and Technology No 262 Year 2022.

6) **Enrichment and remedial**

The findings from the analysis of enrichment and remedial on the learning module (MA) conducted by the researcher, it can be concluded that both of the teacher does not used enrichment and remedial. English teacher A used does not used enrichment and remedial components however English teacher B only used remedial while enrichment was not used.

7) **Students and teachers' reflections.**

The researcher's analysis table above shows that English Teacher A use the reflection component, while English Teacher B not use the student reflection component.

c. Appendices

1) **Student worksheet**

Based on the findings from the analysis of the learning module (MA) the components of students works sheet only used by the first English researcher, it can be known that all learning module (MA) English teacher B doesn't used student worksheet. Thus, only English teacher A used student worksheet.

2) **Teacher and student reading materials**

From the analysis of teacher and student reading materials components on the Modul Ajar conducted by the researcher, it can be known that all Modul Ajar English teacher B doesn't used the teacher and student reading materials components. Then, only English teacher A used teacher and student reading materials components.

3) **A glossary,**

Based on the table, teacher A and teacher B used a glossary component. Teacher B wrote in more detail than teacher A.

4) **Bibliography:**

From the content table analysis teacher, A and teacher B use the bibliography component in their teaching modules

Therefore, based on the table and some explanation above, the three main component of Modul Ajar have been applied by teacher A and teacher B, it shows the English Modul Ajar by A and B English teachers was suitable with standard of Process of the Ministry of Culture, Education, Research and Technology No 262 Year 2022, since there are missing small elements do not applied by the both of the teacher. The first English teacher not used initial competences, remedial and enrichment while the second English teacher not used students' and teacher reflections', students' worksheet, remedial and enrichment. Furthermore, the second English teacher utilized the management of learning plan based on Merdeka Belajar Curriculum by providing and arranging learning materials in the form of ATP and MA which were created following the standard of the Ministry of Culture, Education, Research, and Technology Process No. 262 Year 2022.

4.1.1.2 The Management of Teaching Writing Skill

The observation of teaching conducted for both English teachers. The observation was conducted for four meetings on May 8th, 10th, 22nd, and 29th, 2024 for the first English teacher and two meetings for the second English teacher, which were held on May 21st and 28th, 2024. In this study, the researcher observed the teaching activities with topic No Littering and focus on the recount text material using an observation checklist sheet based on the regulation of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia Number 16 of 2022 concerning the Standard of Process. The results of the observation of both English teachers' teaching will be described under the following subheadings bellow;

I. Teaching Management of Teacher A

The observation of teaching for teacher A was conducted four times, as follows;

1) Meeting 1

a) Opening Activity

In the opening activities, the teacher paid attention to the students' condition and prepared them both mentally and physically to participate in the learning process. This includes greeting the students, asking about their condition, inviting them to pray, checking their attendance, and ensuring their comfort during the learning process by monitoring the learning environment or classroom, such as keeping the classroom clean from garbage, monitoring the neatness of the students' desks and chairs, and motivating the students to make an agreement to participate in the learning process well. These introductory activities were conducted well and conducive with the conditions and situations.

b) Main activity

In the main activity, the teacher conveyed the topic and the focus title that will be learned, provided a description of the topic in general, and conveyed the learning objectives. In delivering the material, the teacher stimulated the students to focus on the topic by showing pictures on the screen and encouraging them to observe and read the captions. Then, the teacher prompted the students to think critically by allowing them to identify the pictures and answer questions about the pictures. This activity was an inspirational learning implementation because it sparked ideas and encouraged students to think. The teacher asked the students to collaborate with their classmates to discuss information and exchange opinions. This is part of an interactive learning process carried out by the teacher. In addition, the teacher provided challenging learning tasks by forming small groups and asking the students to guess a more appropriate picture for a phenomenon and integrating writing skills by asking the students to translate the sentence in the picture and identify the past tense verbs in the picture. The students were given the opportunity to engage in these activities and communicate their responses. The teacher clarified the students' answers and introduced the grammar elements of a text, namely regular and irregular verbs

c) Closing activity

In the closing activity, the teacher gave assignments to the students and made an agreement about the deadline for submitting the assignments. Afterwards, the teacher provided a summary of the material that had been covered during the meeting. Finally, the teacher greeted the students again.

2) **Meeting 2**

a) Opening Activity

In the opening activity, the teacher greeted the students and checked their attendance. The teacher checked the cleanliness of the classroom before starting the lesson by asking the students to pick up the garbage on the floor. Then, the teacher asked the students to tidy up their desks and chairs. This aims to create a comfortable environment during the teaching and learning process. Next, the teacher directed and made an agreement with the students to ensure their participation in the lesson. Afterwards, the teacher announced that the topic to be learned is a continuation of the previous lesson which was a review of regular and irregular verbs. The teacher then checked the students' work.

b) Main activity

In the main activity, the teacher stimulated the students' imagination by showing a comic strip about a conversation. The teacher asked the students to listen to the conversation that they would read, and then asked them to practice the conversation in pairs. The teacher conducted questioning by asking the students to mention the past tense verbs that were found in the conversation in the comic strip. Afterwards, the teacher asked the students to observe the pictures related to the "No Littering" topic, which depicted garbage that was polluting the environment. The students were asked to discuss with their heterogeneous learning group and collaborate ideas about actions to reduce plastic waste from polluting the environment and communicate them. This learning implementation involved the students actively interacting with the learning environment. Through this teaching, the teacher created a varied

learning approach and integrated a project task to be carried out in the next two weeks with the theme of caring for the environment, which is recycling plastics or paper to be made into new useful items as a tangible effort to reduce waste. The teaching model applied by the teacher belongs to the **problem-based learning** model. **Problem-based learning is a learning model that helps students** develop thinking skills and problem-solving skills according to the cases related to the lesson topic.

c) Closing activity

In the closing activity, the teacher provided a conclusion and encouraged the students to be more environmentally conscious based on the materials that had been learned. The teacher reminded the students to prepare for the project task with a two-week deadline. The teacher closed the lesson and greeted the students again

3) **Meeting 3**

a) Opening Activity

In the opening activity, the teacher greeted the students, asked about their wellbeing, invited them to pray, checked their attendance, and monitored the cleanliness of the learning room by asking the students to pick up the garbage and tidy up their desks and chairs. Then, the teacher directed the students to participate in the learning process well and made agreements with the students such as not disrupting their classmates during the learning process, being orderly, and not going in and out of the room unnecessarily. The teacher mentioned that this was a form of character education (in the 2013 curriculum) but in the Merdeka curriculum, it is referred to as a part of the Pancasila student profile.

b) Main Activity

In the main activity, the teacher presented the material on the simple past tense using PowerPoint. The teacher gave time for the students to listen to the explanation of the simple past tense, which covered the definition, function, time words, sentence structure, and formula of the simple past tense. While

presenting the material, the teacher asked questions related to the previous topic to improve the students' memory. The teacher provided examples of simple past tense sentences before giving an assignment to the students. In the teaching process, the teacher always involved the students in writing. This was done to assess the students' understanding of the explained material. The teacher provided a sentence for the students to change into the form of the simple past tense, whether in a positive, negative, or interrogative form. Some students answered by writing it on the board. The teacher facilitated the students throughout the learning process. This is a part of implementing the Merdeka curriculum principle. The teacher created an interesting learning atmosphere by giving opportunities to the students to actualize their understanding. Students who actively participated were appreciated by the teacher by receiving points and rewards as a way to increase their motivation and interest in learning

c) Closing Activity

In the closing activity, the teacher assigned tasks to the students and gave instructions to submit them on the specified time. The teacher ended the lesson and greeted the students.

4) Meeting 4

a) Opening Activity

In the opening activity, the teacher greeted the students, checked their attendance, monitored the cleanliness of the classroom, and made agreements with the students. Then, the teacher reminded the students about the material that was learned the day before by asking several questions. The teacher appreciated students who actively answered the questions.

b) Main Activity

In the main activity, the teacher presented the writing material about a recount text. The teacher always tried to capture the students' attention by asking them to read the text displayed on the slide. The use of technology as a

learning media was never neglected. The teacher always involved its use to support the learning process and facilitate students' understanding of the material. In teaching writing about recount texts, the teacher showed a teaching video and examples of the text being studied. After showing the video, the teacher briefly explained the purpose and goals of the video, especially the linguistic elements in a recount text and its sentence structure. After the material presentation activity was finished, the teacher led an ice breaking activity to eliminate boredom and relax the students' body and mind, as well as train their concentration. The ice breaking activity provided by the teacher was related to the vocabulary used in the English subject.

c) Closing Activity

In the closing activity, the teacher was consistent in giving assignments as a form of formative assessment to monitor the students' ability and understanding of the lessons that had been taught. The teacher asked the students to write a recount text about their personal experience. Giving an assignment to the students is part of the English language teaching element based on the Merdeka curriculum, where students express themselves through the written text they create. After that, the teacher distributed worksheets or answer sheets so that the students could write the text on the worksheet provided. Then, the teacher closed the lesson by greeting the students.

II. Teaching Management of Teacher B

The teaching observation for teacher B was conducted twice, as follows:

1) Meeting 1

a) Opening Activity

In the opening activity, the teacher greeted the students, asked about their wellbeing, invited them to pray, and checked their attendance. The teacher prepared all the learning media and facilities such as materials, PowerPoint, speaker, projector, and requested the students to use the English dictionary provided by the school library

1
b) Main Activity

In the main activity, the teacher introduces the topic of recount text. In teaching, the English teacher utilizes technology by presenting the material via a projector using a PowerPoint presentation that has been provided. The teacher provides an opportunity for students to listen to an explanation of the elements of recount text, particularly the use of the simple past tense. To support learning, the teacher shows a short video explaining simple past tense as well as writing the formula for positive, negative, and interrogative sentences. During the lesson, the teacher tries to engage students by giving exercises and asking students to work in front of the class. This activity aims to assess students' abilities after they have absorbed the material presented. The teacher clarifies students' writing when mistakes are found.

4
During the learning process, the teacher tries to make students active by forming groups consisting of 5 students. The teacher creates an enjoyable learning environment for students by giving challenges and with the guarantee that an active group will get points as an addition to their grade. The English teacher gives one sentence to be changed into three other forms of sentences. Lessons like these can encourage competition among students in the learning group to become active. This is seen from students competing to write their answers in front of the class. When the teacher finds mistakes in writing, such as incorrect sentence structures and mistakes in using "to be" and the past tense of verbs, the teacher clarifies the answer. The implementation of learning activities by an English teacher is interesting and captures students' attention to learn.

c) Closing Activity

In the closing activity, the teacher gives three assignments that are displayed in front of the class. The teacher asks the students to work on them, and then the students write them down in their books. Before closing the activity, the teacher reminds students to submit the assignments the following

day during the English lesson. ¹ The teacher closes the learning activity and greets the students.

2) **Meeting 2**

a) **Opening Activity**

In the opening activity, the teacher greets the students and checks their attendance. Before delivering the lesson as usual, the teacher asks the students to take an English dictionary from the library and share it with their classmates in the class.

¹ b) **Main Activity**

In the main activity, the teacher reviews the material that was previously learned and collects the students' assignments. The teacher gives a penalty to the students who did not complete the assignment by giving them additional questions. During the teaching activity, the teacher continues the lesson on recount texts and gives the students an opportunity to watch a learning video that focuses on explaining the structure of the text, including orientation, events, and re-orientation. The teacher always uses technology in teaching. Then, the teacher displays a recount text and shows the structure of the text as well as its language elements. At the end of the lesson, the teacher always assigns students to assess and practice their recount text writing skills.

c) **Closing Activity**

In the closing activity, the teacher summarizes the lesson and consistently makes an agreement with the students about the schedule of the given assignments. Then, the teacher asks the students to submit their English dictionaries and return them to the school library. Finally, the teacher greets the students.

According to the description of teaching observation by the two English teachers above, the researcher analyzed the teaching activities carried out by both teachers. Based on the researcher's analysis, the teaching activities were in accordance with the learning guidelines set by the Curriculum Standard Process

(2022), which states that there are three components of teaching management, namely opening, core activities, and closing. Therefore, the following is a table of the observation results of the completeness or suitability of the teaching carried out by the two English teachers based on the learning guidelines compiled by the Curriculum Standard Agency (2022) which consists of 3 components of teaching management, namely opening, core activities, and closing:

**Table 2 Components Managements of Teaching
(National Curriculum Standard Agency, 2022)**

No.	Components Management of Teaching	T1	T2
1.	Opening	100	100
2.	Teaching	100	100
3.	Closing	100	100
Average		100	100

4 Based on the table above, it can be seen that the teaching carried out by the two English teachers was in accordance with the three components of teaching management, namely opening activity, main activity, and closing activity. In implementing these three activities, the teaching of writing skill was developed in an interactive, inspirational, enjoyable, challenging, and motivating learning environment that encourages students to participate actively and provides enough space for their creativity according to their interests and talents. This refers to the principle of Merdeka curriculum which creates fun learning so that students experience a positive learning process. This is in accordance with Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 16 of 2022 concerning Process Standards in Early Childhood Education, Primary, and Secondary Education (Permendikbudristek, 2022). This regulation states in

detail about the implementation of learning that reflects the principles of free curriculum learning, where classroom learning is conducted in an interactive, inspirational, enjoyable, challenging, and motivating environment, realized in opening activity, main activity, and closing activity. Therefore, the following table shows the results of the analysis of teaching observation based on the learning principles regulated in *Permendikbudristek Number 16 of 2022, article 9-18*, as follows:

Table 2
Principles of Teaching Based on Merdeka Belajar Curriculum
(National Curriculum Standard Agency, 2022)

No.	Principles of Teaching Based on Merdeka Belajar Curriculum	Done			
		T1		T2	
		Yes	No	Yes	No
A	Teaching Writing Interactively				
1	Creating dialogic interactions in teaching writing	✓		✓	
2	Creating active interactions with the learning environment for writing learning	✓		✓	
3	Building collaboration to nurture students' spirit of togetherness in learning writing	✓		✓	
B	Teaching writing inspiringly				
4	Creating a learning atmosphere that can spark ideas, encourage imagination, and explore new things	✓			✓
5	Facilitating students with various learning resources to enrich insights and learning resources about writing	✓		✓	
C	Teaching writing in a fun way Creating a joyful, interesting, and safe learning atmosphere in teaching writing				
6	Creating a joyful, interesting, and safe learning atmosphere in teaching writing	✓		✓	
7	Using a variety of writing teaching methods	✓		✓	
8	Accommodating gender, cultural,	✓		✓	

	religious or belief, and students' needs in teaching writing		
D	Creating writing learning that is challenging		
9	Using learning material and activities according to students' abilities and developmental stages	✓	✓
10	Facilitating students to believe that their potential can be improved	✓	✓
E	Creating writing learning that can motivate students to participate actively and develop creativity.		
11	Building a learning atmosphere that provides opportunities for students to express their opinions through their writing	✓	✓
12	Involving students in developing learning plans, setting individual or group targets, and monitoring students' writing achievements.	✓	✓
Total		12	11

Based on the table of Merdeka Curriculum implementation principles, it can be identified that both English teachers have applied the fifth principles of Merdeka Curriculum teaching along with their elements. English Teacher A has implemented writing learning based on those principles with a total of 12 teaching principle elements. Meanwhile, English Teacher B has implemented 11 teaching principle elements. Therefore, the researcher will describe the observation results of the teaching based on the principles that have been carried out by both English teachers as follows;

- 1) Conducting Interactive Writing Teaching
 - a) Creating dialogic interactions in teaching writing

Based on observation both of English teachers created dialogic interactions in teaching writing, it can be seen from the teacher's actions of

involving students in exchanging ideas, engaging students in discussions, providing opportunities for each student to exchange ideas by writing their understanding of the given question, and honing students' writing skills by giving feedback and constructive criticism on their writing. Therefore, both English teachers have created dialogic interactions in teaching writing.

b) Creating active interactions with the learning environment

Based on the observation both English teachers created active interactions with the learning environment, it can be seen from the teacher's actions of introducing students to diverse and relevant learning environments for the topics studied, linking lesson materials with experiences experienced in the surrounding environment, linking learning materials with nature to trigger the emergence of new ideas in maintaining the environment through project activities, inviting students to write about events they have experienced when visiting places such as parks, museums, and other locations. Then the teacher involves students in presentation activities, such as writing the results of discussions about past tense sentences in front of the class. Therefore, both English teachers have created active interactions with the learning environment for writing learning.

c) Building collaboration to foster students' spirit of togetherness in learning

Based on the findings from the observation of teaching writing skills conducted by the researcher, both English teachers built collaboration to foster students' spirit of togetherness in learning writing. This can be seen from the teacher's actions of involving students in discussions with their classmates and this collaborative principle was found in presentation activities when students read their recount text results in front of the class, and the teacher provided constructive feedback and criticism.

2) Implementing Inspirational Writing Teaching

- a) Creating a learning atmosphere that can spark ideas, encourage imagination, and explore new things

Based on the findings from the observation of teaching writing skills conducted by the researcher, English Teacher A created a learning atmosphere that could spark ideas and encourage students' imagination, as well as exploring new things. This principle was implemented by the teacher through activities such as providing stimulating questions at the beginning of the lesson, whether presented through images or oral questions that can stimulate students' reasoning. However, in the teaching of English Teacher B, there was no learning atmosphere that sparked idea. This was also supported by the observation results of Teaching Module A by Teacher B, where there was no list of stimulating questions provided.

- b) Facilitating students with various learning resources to enrich insights and learning resources about writing

Based on the findings from the observation of teaching writing skills conducted by the researcher, both English teachers facilitated students with various learning resources. This principle can be seen from the teacher's actions of providing learning media such as; books, dictionaries, and especially writing learning videos that are shown to students during the learning process. Thus, in addition to making it easier for students to understand the material, it can also enrich students' knowledge about the writing text being studied.

3) Implementing Fun Writing Teaching

- a) Creating a joyful, interesting, and safe learning atmosphere in teaching writing

Based on the findings from the observation of teaching writing skills conducted by the researcher, both English teachers created a joyful, interesting, and safe learning atmosphere in teaching writing. This can be seen from the teacher's actions of implementing ice-breaking activities,

using visual media such as images and videos as teaching materials, involving students in collaborating on assignments, and providing positive feedback on students' written work.

b) Using a variety of writing teaching methods

Based on the findings from the observation of teaching writing skills conducted by the researcher, both English teachers used a variety of writing teaching methods. This can be seen from the teacher's actions of conducting teaching through lecture methods, implementing problem-based learning teaching by asking students to write based on the given images or illustrations, which can help students, develop imagination and creativity in writing.

c) Accommodating gender, cultural, religious or belief, and students' needs in teaching writing

Based on the findings from the observation of teaching writing skills conducted by the researcher, both English teachers accommodated gender and belief diversity in teaching writing. This can be seen from the teacher's actions of analyzing the needs of students, especially those who have weaknesses in learning, then forming heterogeneous student discussion groups by collaborating students from various aspects such as gender, religion, and knowledge to enable each student to share their opinions.

4) Creating Challenging Writing Learning

a) Using learning materials and activities according to students' abilities and developmental stages

Based on the findings from the observation of teaching writing skills conducted by the researcher, both English teachers used learning materials and activities according to students' abilities and developmental stages. This can be seen from the teacher's actions of providing learning materials that comply with the regulations set by the Ministry of

Education and Culture and preparing teaching materials with complete resources.

- b) Facilitating students to believe that their potential can be improved

Based on the findings from the observation of teaching writing skills conducted by the researcher, both English teachers facilitated students to believe that their potential can be improved. This can be seen from the teacher's actions of providing motivation to students through teacher's appreciation when students actively participate in learning. This can encourage students to remain confident in their abilities. The teacher also improved students' abilities by providing exercises to hone their understanding, and providing descriptive values is also one way for the teacher to increase students' confidence in their potential.

- 5) Creating Writing Learning that Can Motivate Students to Participate Actively and Develop Creativity

- a) Building a learning atmosphere that provides opportunities for students to express their opinions through their writing.

Based on the findings from the observation of teaching writing skills conducted by the researcher, both English teachers built a learning atmosphere that provides opportunities for students to express their opinions through their writing. This can be seen from the teacher's actions of assigning tasks to students and asking them to present their written results by writing them in front of the class and reading their writings aloud. In addition, providing feedback on students' hard work can help students obtain positive things such as increasing confidence in expressing their opinions and appreciating the efforts of their classmates.

- b) Involving students in developing learning plans, setting individual or group targets, and monitoring students' writing achievement results

Based on the findings from the observation of teaching writing skills conducted by the researcher, both English teachers involved

students in learning by monitoring their writing achievement results. Students who still have weaknesses will be given the opportunity to review the material they have not yet understood.

Therefore, based on the table and explanation above, the fifth components of principles in teaching have been applied by English teacher A and teacher B, it shows the teaching conducted by English teachers A was suitable with standard Process of the *Ministry of Culture, Education, Research and Technology No.16 in 2022*, which consist of 12 elements while the English teacher B missing one elements do not applied namely prompting question. Furthermore, the both of English teacher applied teaching management based on Merdeka Curriculum by applied three stages of learning, namely opening activity, main activity, and closing activity.

4.1.1.3 Management of Evaluating

Based on observation results, the English teachers conducted assessments in their learning activities using three types of assessments, namely diagnostic assessment, formative assessment, and summative assessment. Diagnostic assessment is a test conducted by a teacher at the beginning of the learning process. This test is usually conducted when the teacher is designing the learning process. The test is carried out to obtain initial information about the students' cognitive abilities. Usually, this test is carried out by giving students questions, either in the form of multiple-choice or essay questions. It is also possible that the execution of the diagnostic test is conducted orally to students. Based on the research activities conducted through interviews, the teachers conducted the initial test to students in writing form.

Meanwhile, formative assessment is a test conducted during the learning process. The formative tests can take the form of student assignments given by the teacher after the end of the learning process, or during the teaching and learning process. Based on observations that have been conducted, the English

teachers have conducted formative assessments to students at every meeting. The purpose of this test is to provide feedback to students and teachers about the teaching and learning process. This means that teachers conduct formative assessments to find out how far students have learned, understood, and followed the learning process. The teachers carry out formative assessments through group discussions and individual assignments. Through formative assessment, students can improve their understanding and achieve learning objectives.

The last one is summative assessment, which is an assessment conducted by teachers to find out students' learning outcomes over a period. Based on observations that have been conducted, English teachers have conducted summative tests for students. This is supported by interview results, namely, summative tests conducted by teachers consist of two parts, namely summative tests conducted in a scope of learning material and summative tests conducted at the end of the semester, which are conducted generally or simultaneously with one educational unit. So, based on the observation results, the teachers have conducted summative tests for students, both specific and general summative tests. Based on the observations, it can be concluded that the English teachers have carried out 3 types of assessments based on the independent curriculum.

4.1.2 The Result of Interview

The researcher utilized interview as one of the research instruments to collect the required information from the English teacher. There were two English teacher who interviewed. The researcher conducted an interview for the first English teacher on May 22nd, 2024 and conducted interview for the second English teacher on May 28th, 2024.

4.1.2.1 The Result of the First English Teachers' Interview and the Second English Teachers' Interview

Based on the research design, the researcher conducted interview using structured interviews with English teachers to answer the third problem

formulations of the research. Before conducting the interview, the researcher first asked the English teachers for time and opportunity to be interviewed. Upon the willingness of the English teachers, the interview was conducted.

For the first component of questions, which is about learning management, both English teachers explained that in planning their learning process, they refer to Law Permendikbudristek No. 16 of 2022 concerning process standards as a basis for implementing the learning process, because it contains three aspects, namely learning objectives, learning activities or implementation, and assessment. The learning plan prepared by teachers includes ATP, MA and CP, as well as other learning administration, such as Prota, prosem, remedial and enrichment. In learning planning, the teachers analyze CP as learning competency that must be known, understood, and achieved by students. The creation of ATP is very important because it is a series of learning goals that are systematically arranged in one period consisting of material scope. In learning planning, determining learning objectives is done by first understanding CP, and then developed into learning goals so that they become competencies that must be achieved by students. Both English teachers prepare ATP by determining TP (Learning Objectives) derived from CP and complementing the content such as lesson materials quoted from the English textbook for 8th grade teachers published by the Ministry of Education and Culture, as well as sourced from the Merdeka Mengajar platform. Before designing ATP and MA, English teachers conduct an initial test for students to gather information about their abilities and characteristics by preparing a number of written questions.

A module is a teaching material that contains all the structured learning processes, such as learning activities until evaluation. The components of the teaching module prepared by teachers consist of school identity, CP, initial competencies/learning objectives, Pancasila student profile, facilities and infrastructure, learning methods and models, TP, learning activities, and assessment. In the preparation of teaching modules, one of the obstacles faced by English teachers is differentiated learning, but this is overcome by

communicating with colleagues and searching for references on the Merdeka Mengajar platform. In teaching English, teachers use printed media in the form of free curriculum handbooks and video lessons from YouTube. In addition, teachers utilize the Merdeka Mengajar website to deepen knowledge related to the Merdeka curriculum. In creating teaching materials, English teachers use supporting facilities such as laptops, while in teaching, they use Wi-Fi, computers, LCD screens and projectors, and the library. Meanwhile, in writing lessons, teachers first conduct a diagnostic test to identify the difficulties encountered by students, so that teachers can determine and prepare writing learning tools. The learning methods used by the teachers are lectures, discussions, and providing brainstorming material to students, as well as using the PBL model in teaching by integrating the use of technology in line with learning objectives.

For the second component of questions, which is about teaching management, both English teachers explained that the mechanism for implementing writing teaching is carried out through preparation, implementation, and evaluation based on the teaching module that has been prepared as a reference for English teachers to implement the learning process, including teaching methods, approaches, models, steps, and assessments. The writing teaching methods applied by teachers are question and answer, and assignments. English teachers carry out writing teaching by creating interesting learning variations that attract students' attention, such as holding games and giving rewards to students as feedback to improve their spirit and interest in learning, giving assignments so that students can express their ideas and thoughts through their own writing. Another method is an interactive game, utilizing learning media such as Laptop, projector, Power Point, Dictionary, and video lessons.

In writing teaching, the first English teacher involves students in the learning process, and this is certainly not separate from the teacher's teaching strategy. In writing teaching, students must be more active in expressing their

ideas through writing. Therefore, the teacher avoids using lecture methods too much. The teacher creates a comfortable classroom atmosphere where each student is obliged to write and present their writing by reading it in front of the class. This is also important to train students in reading skills because writing activities involve all language components. Meanwhile, the second English teacher conducts teaching by forming student learning groups, so that students who are less capable in terms of cognition are grouped with students who have relatively high ability. This aims to encourage all students to be actively involved in writing teaching. During the learning process, the teacher expects feedback from students in the form of their ability to understand the materials taught. This means that the students have good abilities that are reflected in their learning activity and the writing results they have produced. The teacher does not only focus on the content of the writing but also on the grammar used, punctuation, and the text structure created by the students.

Furthermore, the class that does not receive feedback during the learning process can be overcome by giving students the opportunity to ask questions about the material that they do not understand. However, not all students dare to speak up. Therefore, another alternative is for the English teacher to create small, heterogeneous groups so that students can interact with each other and complement each other's knowledge. The teacher strives to create an effective and efficient classroom atmosphere, utilizing technology, and providing icebreakers or games to create a learning environment that can motivate students. The allocation of time in teaching English is carried out based on the regulations set by the Ministry of Education and Culture Research and Technology as stated in the Ministry of Education and Culture Regulation. The allocation of time in the Merdeka Curriculum is set per year, which is 36 weeks with 40 minutes per lesson, which means that the number of English lessons per week is 4 lessons.

For the third component of questions, which is evaluation management, both English teachers explained that some students have excellent writing skills, but some of them have weaknesses in using grammar, choosing vocabulary,

determining text structure, and using punctuation in writing. One way the teacher addresses this problem is by giving students the opportunity to practice writing, teaching vocabulary, grammar, and motivating students by giving feedback on their actions. The forms of evaluation conducted by English teachers are diagnostic, formative, and summative. The diagnostic test is conducted by the teacher at the beginning of the academic year by preparing written questions for students to answer. The formative assessment is carried out by the teacher during the learning process, which aims to measure and train the students' abilities. This assessment is done by giving tasks to students such as writing a recount text based on what they have learned. The implementation of formative assessment in classroom learning is conducted periodically, which aims to evaluate students' understanding of the lesson material and help teachers improve their teaching strategies.

In conducting formative assessment in classroom learning, several steps are taken. First, determining the objectives and type of formative assessment; before conducting the formative assessment, the teacher determines the objectives and form of assessment to be conducted. For example, whether it will be conducted in written or oral form, the implementation system, such as individually or in groups, and the type of answer that will be generated. After that, preparing the formative test questions; which are suitable for the material that has been learned, the number of questions adjusted to the students' ability. In addition, the English teacher also considers the level of difficulty of the questions so that they are neither too difficult nor too easy for students. Meanwhile, the implementation of summative assessment in classroom learning is carried out at the end of the semester and is useful for evaluating the achievement of learning objectives and students' overall writing ability. The steps in conducting the summative test in classroom learning are: determining the objectives and type of summative test, deciding the form of the test whether it will be in the form of oral or written. However, in practice, the teacher often uses written tests instead of oral tests. This is because writing skill is never tested orally. In addition, the English

teacher also considers the level of difficulty of the questions so that they are neither too difficult nor too easy.

4.1.3 The Result of Documentation

The documentation of the students' recount text was used as one of the research instruments by the researcher to collect more data. The purpose of the documentation was to be analyzed for the students' success in making a recount text based on the free curriculum-based writing learning management done by the English teacher. The researcher documented the students' writing results as a form of formative assessment that had been carried out by the English teacher, where the researcher documented the students' original work as their writing assignments, especially recount text that talked about the students' experiences in the past. There were 27 results of students' writing personal recount text that had been examined and evaluated by the English teacher, categorized into four levels of assessment, namely excellent, very good, good, and try harder. (see appendix, Result of student's writing). Here are the categories of the level of the students' recount text results.

Table 3 Categories of the level of the students' recount text results
(*Rubric of Learning Module*)

No	Participants	Level of Students' writing	CATEGORY			
			Excellent (90-100)	Very good (80-89)	Good (70-79)	Try Harder (0-59)
1.	Student 1	Very good		1		
2.	Student 2	Excellent	1			
3.	Student 3	Good			1	
4.	Student 4	Excellent	1			
5.	Student 5	Very good		1		
6.	Student 6	Excellent	1			
7.	Student 7	Very good		1		
8.	Student 8	Excellent	1			
9.	Student 9	Good			1	
10.	Student 10	Excellent	1			

11.	Student 11	Very good		1		
12.	Student 12	Excellent	1			
13.	Student 13	Good			1	
14.	Student 14	Poor				1
15.	Student 15	Very good				1
16.	Student 16	Poor		1		
17.	Student 17	Very good		1		
18.	Student 18	Good			1	
19.	Student 19	Excellent	1			
20.	Student 20	Excellent	1			
21.	Student 21	Very good		1		
22.	Student 22	Good			1	
23.	Student 23	Good			1	
24.	Student 24	Very good		1		
25.	Student 25	Excellent	1			
26.	Student 26	Poor				1
27.	Student 27	Good			1	
TOTAL			9	8	7	3

Based on the table above, the researcher analyzed the students' recount text by describing the generic structures and language features found in their writing composition, based on the researcher's analysis. The parts of the generic structure that concerned the researcher consist of three parts: Orientation, Events, and Reorientation. The first part, Orientation, should contain the characters, situations, place, and time. The next part is Events, which should contain a series of events in chronological order and be understandable to make the story more interesting. At the end of the recount text, there should be a Reorientation to close the story. The next part that concerned the researcher is the language features in recount text, which consist of action verbs, simple past tenses, and using time connectives or conjunctions (such as first, last, next, then, finally, eventually, this evening, last week, after a while, soon afterward, meanwhile, but, and, nor, etc.). (see Descriptive Table of Results of Students' Recount Text in the appendix...).

Based on the analysis of the students' writing, the researcher concluded that most of the students were able to write recount text by following the generic

structures and language features of the text. However, there were some identified issues with the students' writing. Four of the texts had similarities because the students cooperated or copied their work from their classmates. Additionally, one text did not represent a recount text, as it contained many errors and was very short. Furthermore, two recount texts were unstructured, contained numerous errors in language features, and were missing components of the generic structure. These texts were categorized as "try harder" (poor). Meanwhile, the "good" category included errors such as the misuse of word position in the opening sentence, preposition errors, future tense usage errors, incomplete word usage, and errors in article usage. Moreover, there were weaknesses in the generic structure, such as the lack of an introduction to the topic, insufficient description of experiences, less interesting stories because of a lack of conflict or problem, and the absence of reflection in the reorientation part.

On the other hand, the "very good" category contained weaknesses such as grammar mistakes, errors in the use of capital letters, word usage errors, and spelling mistakes. Meanwhile, the "excellent" category consisted of errors such as mistakes in writing singular or plural forms of nouns, grammatical errors, such as the use of verbs without attaching the "-ed" ending after the subject, and spelling mistakes. Therefore, the "very good" and "excellent" categories had fewer mistakes. Overall, the recount texts were easy to understand and provided a clear picture of the writer's experience. Based on the explanation above, it can be concluded that, overall, the students have a good ability to write recount texts according to the criteria of a recount text composition.

4.2 Discussion

4.2.1 The Management of learning plan based on Merdeka Belajar Curriculum in teaching students' writing skills

Based on the research result that has been collected by the researchers, the English teachers are managing their learning plans by providing independent curriculum-based teaching tools in the form of ATP (Learning Objectives Flow) and MA (Teaching Module) based on the Standard of Process from the Ministry of Culture, Education, Research, and Technology No. 262 Year 2022. Based on the results of the interview conducted by the researcher, English teachers carry out learning plans by referring to the UU Permendikbudristek No. 16 of 2022 regarding the standard process as the foundation for carrying out learning plans. The learning plan provided by the two English teachers consists of CP (Learning Outcomes Analysis), preparation of ATP (Learning Objectives Flow) and preparation of MA (Teaching Module). This is in line with article 4 of UU Permendikbudristek No. 16 of 2022 which states that "the learning plan document must at least contain learning objectives, learning activities or steps, and learning assessment or evaluation." In addition, teachers provide other learning administration such as prota, prosem, remedial, and enrichment.

Furthermore, the learning plan conducted by the two English teachers is by analyzing CP. The teachers stated that learning outcomes are competencies that must be achieved by students at each phase. This is in line with the expression of the Ministry of Education, which states that CP is a competency that must be achieved by students at each phase of development that is integrated in one paragraph without separating knowledge, skills, and attitudes (kemendikbud.go.id). As a learning competency, CP must be known, understood, and achieved by students conveyed in the form of a paragraph/narrative to describe a series of concepts and skills directed to students.

After determining the learning outcomes, the teacher makes an ATP. Both English teachers stated that ATP is a series of learning objectives structured

systematically in one period used to achieve learning objectives in which there is a scope of material. This statement is supported by kemendikbud.go.id, which states that ATP is a systematically and logically structured learning objective (TP) in the learning phase so that students can achieve the learning outcomes. The preparation of ATP is very important so that in its preparation, the two English teachers collaborate by determining the learning objectives derived from learning outcomes first. After formulating the learning objectives, the English teacher then prepares the ATP and completes the learning flow completely originating from various sources such as English language books and the Merdeka Belajar platform.

Based on the analysis of the learning objectives set by English teachers, there are several components included in it. The first component is general information that includes the school identity, subject identity, academic year, and semester. The second component is the language objectives along with its description. The third component is the scope of materials, which consists of several chapters and units. The fourth component is the learning objectives, which include time allocation calculated, based on effective weeks/hours and distributed with the language objectives or language elements that will be learned. The sixth component is the Pancasila Students' Profile, which consists of six dimensions: faith, piety, noble character, independence, mutual cooperation, global diversity, critical and creative thinking. These elements are the characteristics and competencies expected to be achieved by students, based on the noble values of Pancasila. Through the Pancasila student profile, students are encouraged to appreciate and respect differences, uphold the values of tolerance, and build character during the learning process.

The seventh component is the learning stages, which provides a general overview of the learning activities. The eighth component is the assessment, which consists of three types: diagnostic, formative, and summative tests. The final component is the learning sources, which includes references such as student books, English language dictionaries, and instructional videos. The

preparation of the learning objectives sequence is in line with the formulation of ATP preparation based on the National Standards Agency for Education, Curriculum, and Assessment (2022), which states that the preparation of the learning objectives sequence is arranged sequentially, systematically, logically, linearly, one-way, and without branching, in accordance with the order of learning activities carried out from day to day and in accordance with the principles of ATP preparation.

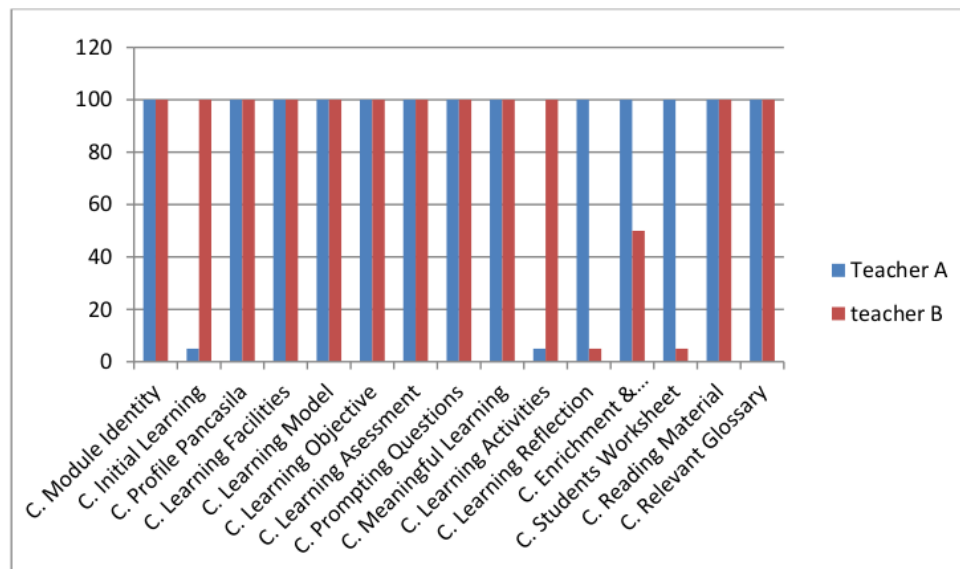
After preparing the ATP, the English teachers then proceed to prepare the Teaching Modules. The first English teacher stated that the Teaching Module is a teaching material that contains the entire structured learning process, from learning activities to evaluation. Meanwhile, the second English teacher stated that a module is a teaching tool used as a guide in carrying out the learning process. This is in line with the Regulation of the Minister of Cultural Education and Technological Research No. 56 of 2022, which states that the Teaching Module is a learning administration that includes learning objectives, steps, and assessments required in a unit/topic based on the flow of learning objectives. Teaching Modules are several media tools or facilities, designed methods, instructions, and guidelines systematically and interestingly.

Based on the interview results conducted by the researcher, the first English teacher faced obstacles in preparing the Teaching Module due to differentiated learning, but was able to overcome it by communicating with colleagues and seeking references on the Merdeka Belajar platform. In teaching English, the teacher uses printed media in the form of the Merdeka curriculum handbook and instructional videos from YouTube. In addition, the teacher utilizes the Merdeka Belajar website to further explore information related to the Independent Curriculum. In creating teaching materials, the English teacher uses supporting facilities such as a laptop, while in teaching; the teacher utilizes Wi-Fi, computers, LCDs, projectors, and the library. In teaching writing, the teacher first conducts a diagnostic test to identify the difficulties faced by the students, so that the teacher can determine and prepare writing learning materials. The

teaching method used by the teacher includes lectures, discussions, and brainstorming materials for students, as well as using the PBL model in teaching by integrating the use of technology that is adapted to the learning objectives.

Based on the observation results conducted by the researcher, there are three components of the Teaching Module in the Independent Curriculum consisting of 16 smallest elements determined by the *Standard of Process of the Ministry of Culture, Education, Research, and Technology No. 262 of 2022*. According to the research results, it can be seen that there is a match between the Teaching Modules provided by both English teachers and the Standard Process. The suitability is presented in the form of a diagram comparing the completeness of the Teaching Module components of both English teachers based on the *Standard of Process of the Ministry of Culture, Education, Research, and Technology No. 262 of 2022*, as follows:

**Chart 4.3 the Completeness Comparison components
Of Modul Ajar Both of English Teachers**



Based on the above diagram, it can be seen that the completeness of the Teaching Module used by the first English teacher is better and more complete than the completeness of the Teaching Module used by the second English teacher. The Teaching Module of the first teacher has very good completeness criteria with a score of 87.5. The incompleteness of the first teacher's module is not listing initial competencies, remedial and enrichment. On the other hand, the Teaching Module of the second English teacher has good completeness criteria with a score of 84.37. The incompleteness of the second teacher's Teaching Module is the absence of students' and teacher reflections, students' worksheets, remedial and enrichment. Therefore, based on the research results, the compatibility of the Teaching Modules designed by English teachers A and B based on the Independent Curriculum are as follows:

Based on the observation and interview results, as well as data presentation above, it can be concluded that the implementation of Independent Curriculum-based learning planning management has been conducted by both English teachers in teaching writing. This can be seen from the availability of teaching tools in the form of Learning Objectives Flow and Teaching Module created based on the Ministry of Education, Culture, Research, and Technology No. 262 of 2022 with the completeness of the components that have been observed based on the National Curriculum Standards of 2022. The General Information aspect analyzed consists of the completeness of the identity of the module, initial competences, Pancasila Students Profile, facilities and infrastructure, target learners, and the learning model used, showing relevance to the Independent Curriculum, but Teacher A did not mention the initial competence in the Teaching Module. The Core Components consist of the completeness of the learning objectives, meaningful understanding, trigger questions, learning activities, assessment, enrichment, and remedial. The Teaching Module of Teacher A showed the absence of enrichment and remedial. Meanwhile, the Teaching Module of Teacher B did not mention the students' reflection and enrichment. Finally, the Appendices consist of student worksheets, teacher and

student reading materials, a glossary, and a bibliography. The Teaching Module of Teacher B did not include student worksheets and teachers in the Teaching Module.

The analysis of various aspects, including the completeness of module identity, initial competence, Pancasila Students Profile, facilities and infrastructure, target learners, and learning model used, showed relevance to the Merdeka curriculum, but Teacher A did not mention initial competence in Module Ajar. The core components consist of the completeness of learning objectives, meaningful understanding, trigger questions, learning activities, assessment, enrichment and remedial. Module Ajar 1 by Teacher A did not include enrichment and remedial in the module. Additionally, Module Ajar 2 by Teacher B did not mention student reflection and enrichment. Lastly, the appendices consist of student worksheets, teacher and student reading materials, a glossary, and a bibliography. Module Ajar 2 by Teacher B did not include student worksheets and teacher materials in the module.

Based on the observation, interviews, and data presented above, it can be concluded that the implementation of curriculum-based learning management has been carried out by both English teachers in teaching writing. This can be seen from the availability of learning tools in the form of Learning Objectives Flow and Teaching Modules based on the Ministry of Education, Culture, Research and Technology No. 262 the, 2022 with the completeness of components observed based on the 2022 Curriculum Standards Agency.

4.2.2 The Management of implementation based on Merdeka Belajar Curriculum in teaching students' writing skills

Based on the observations and interviews conducted by the researcher with two English teachers, it was found that the teachers have implemented teaching principles based on the Merdeka curriculum by following three stages of learning: the opening stage, the implementation stage, and the closing stage. The implementation of these three stages of learning was carried out by the teachers

in accordance with what had been planned in the teaching modules. During the introduction stage, the teacher greeted the students, asked them how they were, asked them to pray, checked their attendance, monitored the cleanliness of the classroom, asked the students to tidy up the desks and chairs, directed them to follow the lesson, and made an agreement with the students about the lesson. This is aimed at creating a comfortable learning atmosphere and these activities are part of the teacher's efforts in motivating the students before learning.

Moving on to the core activity phase, the teacher implemented teaching by creating an interactive, inspiring, enjoyable, challenging, and motivating learning environment. From the observations and interviews with the teachers, the researcher found that the English teachers fulfilled all the needs that can support teaching activities such as providing teaching media, teacher books, laptops, projectors, and meeting the students' needs by utilizing the presence of the library as a source of learning for the students. The English teacher utilized all the learning facilities to support the success of the teaching process. Based on the interview, the teacher stated that one of the factors for the success of teaching writing is the teaching method, as it needs to be adjusted to the material to be taught to the students. Therefore, in teaching writing, the teacher applies various teaching methods that vary. This is in line with Permendikbudristek No. 16 of 2022 regarding Process Standards, Article 12, Paragraph 2b, which states that enjoyable learning is carried out by using various teaching methods while considering the aspirations of the students.

Next, at the beginning of the lesson before delivering the material, the English teacher has a habit of giving prompting questions to the students. Prompting questions serve to improve the student's participation and allow students to immediately enter into the topic being discussed. The teacher gives prompting questions to the students through pictures or visuals displayed on the board. Based on the picture, the teacher gives questions related to the topic that will be studied. In addition, in teaching writing, the teacher implements problem-based learning where the teacher asks the students to solve a problem related to

the phenomenon that arises during the learning process, such as solving questions directly based on the student's understanding after listening to the material presented. Additionally, in teaching writing, the teacher asks the students to express their ideas and thoughts through writing based on the material studied, such as writing recount texts by following sentence structure and language features according to the explanation given by the teacher. These activities are also a form of the Merdeka curriculum-based learning management principle stated in Permendikbudristek No. 16 of 2022 regarding Process Standards, Article 11, Paragraph 2a, which states that the implementation of learning in an inspiring learning atmosphere is carried out by creating a learning atmosphere that can spark ideas, encourage imagination, and explore new things. Therefore, in teaching writing skills, the teacher applies problem-based learning models, as this model is designed to develop high-level thinking skills in students (Handayani & Koeswanti, 2021).

In addition, in the process of teaching, English teachers deliver the material using technology. One of the indicators that characterize the independent curriculum-based learning is the presence of innovative learning. The use of technology can increase the attractiveness of presenting material. English teachers always provide interactive media such as PowerPoint and videos as learning media. Interactive learning will make students more interested and able to develop their competencies and create a fun learning atmosphere. This is included in inspirational learning supported by the statement in Permendikbudristek No. 16 of 2022 regarding the Process Standards, Article 11, Paragraph 2b, which explains that inspirational learning is carried out by teachers by facilitating learners with various learning sources to enrich insight and learning experience.

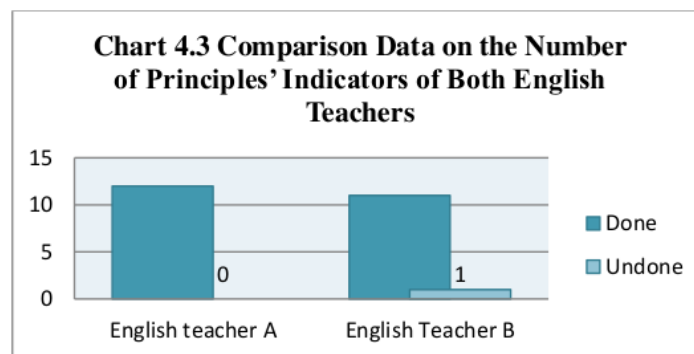
Furthermore, in teaching writing skills, the English teacher always involves the application of the Pancasila student profile that can be applied through group discussion activities. In teaching writing, the teacher divides the students into several small groups to discuss and solve a problem, such as

working on questions or creating projects related to the topic being studied. One of the projects related to the environment of the students and has relevance to the No Littering learning material being taught to the students is recycling plastic waste as a form of concern for the environment. This activity is related to the past tense and recount text material that will be taught to the students. The activity is carried out on different days and not simultaneously in the teaching process but is carried out every weekend. Therefore, this activity is carried out by the students, where the English teacher divides the groups by collaborating students from various gender, cognitive, and even religious differences. This is part of the Pancasila student profile where students can respect each other regardless of their differences. Additionally, this activity is in line with Permendikbudristek No. 16 of 2022 regarding the Process Standards, Article 12, Paragraph 2c, which explains that enjoyable learning is carried out by accommodating gender, cultural, local language, religion, characteristics, and individual needs of each student.

Furthermore, to create an interesting and enjoyable learning environment in teaching writing skills, in line with what is stated in Permendikbudristek No. 16 of 2022 regarding the Process Standards, Article 12, Paragraph 2a, the teacher appreciates students who are active in learning activities. The forms of appreciation given by the teacher are varied, such as giving gifts or scores to the students, as well as monitoring the development of the learners. At the end of the learning process, the teacher always invites the students to engage in ice-breaking activities in the class to make the students more enthusiastic about continuing the learning process.

Next, in the closing stage, the English teacher always gives a summary of the material that has been learned and gives assignments to practice the students' abilities after following the learning process. This is part of formative assessment given to the learners. Therefore, based on the above explanation, it can be concluded that the implementation of Merdeka curriculum-based learning activities in teaching writing skills has been carried out by the English teachers

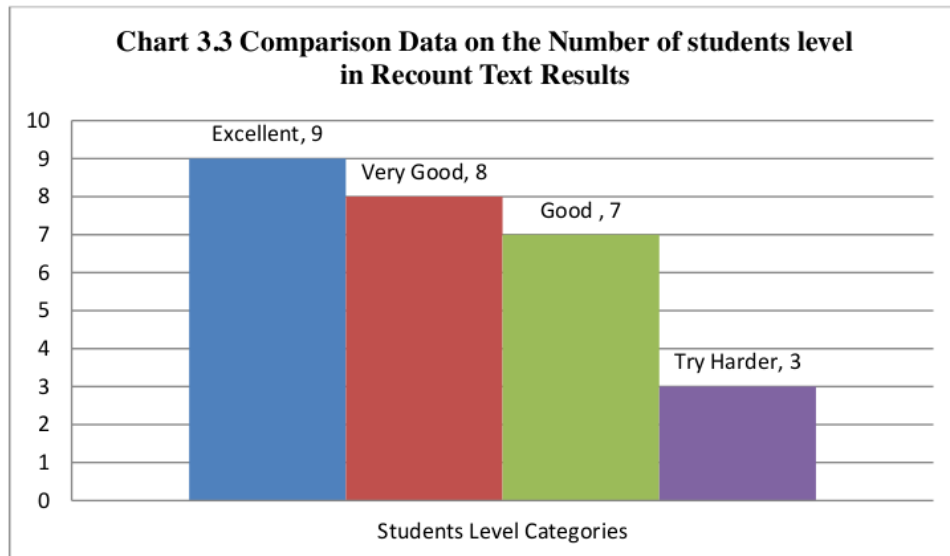
according to the principles of learning implementation, which are to pay attention to the development and adaptation to the learning needs of the learners by creating interactive, inspiring, enjoyable, challenging, and motivating learning environments (Perkemdikbudristek No. 16 of 2022). Both English teachers have implemented the principles of learning, but there are still shortcomings such as not conducting promotional activities for students as done by the second English teacher. The results of the comparison of the implementation of Merdeka curriculum-based teaching principles in teaching writing by both English teachers will be presented in the form of a diagram as follows:



Based on the data above, it shows that the implementation of writing skill teaching by English teachers has been in accordance with the principles of the Merdeka curriculum-based learning. However, based on the chart, there is a comparison of the learning principles that have been implemented and not implemented by the English teachers. Thus, it can be concluded that the first English teacher has implemented many of the Merdeka curriculum-based learning principles than the second English teacher. The component lacking in the implementation by the second English teacher is not creating a learning environment that can spark ideas and encourage student imagination.

4.2.3 The management of evaluation towards students writing skill based on Merdeka Belajar curriculum

Based on observations and interview results collected by researchers, the English teacher conducted formative and summative assessments to test the students' abilities. This is in accordance with the Curriculum Standards Body (2022), which emphasizes the importance of integrated learning and assessment, especially formative assessment, as a learning cycle. The implementation of formative assessment is carried out by the teacher during the learning process, which aims to measure and train students' abilities. This assessment is done by giving students tasks such as writing recount texts as taught. The implementation of formative assessment in classroom learning is done periodically, which aims to evaluate students' understanding of the subject matter, as well as to assist the teacher in improving learning strategies. Based on the formative assessments conducted by the English teacher, the researcher analyzed the results of the students' recount text that had been assessed by the teacher. The researcher found minor errors in the students' recount texts, such as errors in the use of word position, errors in the use of prepositions, errors in the use of articles, mistakes in writing singular or plural forms of nouns, grammatical errors, such as the use of verbs without attaching the "-ed" ending after the subject, and spelling mistakes. However, based on the researcher's analysis, the students were able to convey their ideas and opinions through a series of sentences in their recount texts. Therefore, the results of the assessment of the students' recount texts are presented in the categories shown in the diagram below.



Based on the data, it can be concluded that there were nine students who achieved excellent results in their recount texts, eight students achieved a very good category, seven students achieved a good category, and three students achieved a "try harder" category (poor).

In addition, the teacher also conducted summative assessments on the students. The implementation of summative tests in classroom learning is done at the end of the semester and is useful for evaluating learning objectives and students' overall abilities in writing material. (see appendix 5. End-of-semester exams) based on the above research results, it can be concluded that in English language teaching, the teacher conducts both formative and summative assessments. The implementation of formative assessment is carried out during the learning process through student activities and daily tasks. Based on the analysis of the recount texts, the students were able to produce good recount texts, where they were able to express their ideas and experiences in accordance with the text structure properly and correctly as taught by the teacher. Some of the students' recount texts had minor mistakes, but these errors did not affect

the meaning of the text conveyed, meaning the reader can understand the message of the recount text.

4.3 The Research Results versus the Latest Related Researchers

The previous section of the research paper mentioned three recent studies; with the first one conducted by Hamdani (2024) titled "The Implementation of The Merdeka Curriculum in English Language Learning at Madrasah Tsanawiyah (MTs)". Hamdani aimed to examine the implementation of the Merdeka Curriculum at MTs by utilizing qualitative data analysis techniques such as observation, interviews, and documentation studies to gather data. The research subjects included English teachers at MTs Rambatan and two English teachers along with the eighth-grade students. Hamdani discovered that the Merdeka Curriculum has been implemented in the planning, implementation, and evaluation stages of learning, prioritizing the comfort of teachers and students alike by providing them with the freedom to be innovative, express themselves and be creative while determining active learning activities structured around the students. However, there is a significant difference between Hamdani's research and the current study, which is the scope of investigation. Hamdani's work focused solely on analyzing the implementation of the Merdeka Curriculum, while this study concentrates on managing learning based on the Merdeka Curriculum as it relates to the teaching of writing skills.

The second study was carried out by Shinta (2023) and entitled "The Implementation of The Merdeka Curriculum in English Subject at A Vocational High School in Indonesia". The research targeted an English teacher for 11th-grade students and investigated six different aspects related to the implementation of the Merdeka Curriculum. These areas included the implementation of the teaching module, teaching and learning procedures, the utilization of learning materials, the application of learning media, assessment and evaluation practices, and the opportunities and hurdles. Conversely, in this study, the focus is on three areas which are analyzing the management of

learning plans, implementation, and evaluation. Shinta utilized a descriptive-qualitative research design and collected data through observations and semi-structured interviews while the researcher collected data through observation, interviews, and documentation studies. After examining the findings, Shinta concluded that the Merdeka Curriculum had been widely introduced in a vocational high school, but several barriers emerged with regards to altering the perception of teaching from being teacher-centered to student-centered. However, all the approaches taken to teach English encouraged a student-centered approach that was aligned with the Pancasila Student Profile outcomes. The integration of Pancasila Student Profile orientation and a student-centered approach in English learning aimed to foster self-sufficient, critically thinking, creative, innovative, communicative, and collaborative generations. Additionally, the upholding of the principle of freedom in the Merdeka Curriculum has enabled students and teachers to maximize the teaching and learning processes, which have been more meaningful. Furthermore, the significant difference between Shinta's research and this study is the focus of the research. While Shinta investigated the implementation of the Merdeka Curriculum from six different research angles, in this study only scrutinizes the management of teaching based on the Merdeka Belajar Curriculum and how it relates to teaching students writing skills.

The third related research by Cilvia (2023) titled "The Implementation of English Teaching Learning in the Context of the Merdeka Belajar Curriculum at the Seventh Grade of Madrasah Tsanawiyah Negeri (MTSN) 3 Ponorogo," aimed to investigate the implementation of English Subjects in the context of the Merdeka Curriculum at MTsN 3 Ponorogo. The research is descriptive and focuses on the 7th grade with a qualitative approach that utilizes observation, interviews, and documentation. The significant difference between the studies is that my research subjects were the 8th-grade students, whereas Cilvia's were the 7th-grade students. After obtaining the results, Cilvia analyzed the data using WS

Winkle's Theory with data reduction, presentation, and conclusion while the researcher analyzed the data following Huberman's Theory. The research found that the lesson plans were based on the intended learning outcomes (CP), and the implementation was carried out in a differentiated and curricular manner through projects. The evaluation of English Subjects in the context of the Merdeka Curriculum at MTsN 3 Ponorogo is conducted through summative and formative assessments.

4.4 The Research Results versus Theories

After obtaining the research results, the researcher found that learning management carried out by teachers is very important and has an influence on the quality and success of learning activities. The researcher found James A. F Stoner's theory in Jaini (2021:2), which states that learning management is an activity that includes three points: planning, implementing, and evaluating learning outcomes. Thus, the success of learning depends on the quality of learning management. This is supported by Hidayat (2019:86-87), who states that a teacher's ability to manage learning is called teacher performance, which is part of the pedagogy of teacher competence. Teachers must have the potential to design learning, such as syllabi, learning plans, strategic and methodical design, and assessments that will be carried out over a certain period to achieve specified goals. The researcher found that the implementation of learning carried out by the English teacher in class eight at SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan has applied all three components of learning management as explained in the theory above.

Based on the current issue regarding curriculum changes in education, teachers need to adapt to all forms of these changes, especially in managing learning towards the implementation of Merdeka curriculum as the new curriculum. This is in line with the regulations of the Minister of Education, Culture, Research, and Technology Number 16 of 2022 regarding Process

Standards in education, which states that effective and efficient learning processes, developing the potential and independence of students, can be carried out through learning planning, implementation, and assessment of the learning process. This is supported by Law No. 56 of 2022 on the implementation of the Merdeka curriculum which states that planning is the first stage of learning which is realized by preparing the Learning Objective Flow (ATP) and Teaching module (MA) and all its components.

Furthermore, based on the Indonesian Ministry of Education, Culture, Research, and Technology's Bureau of Standards, Curriculum, and Education Assessment (2022), in developing the Learning Objective Flow (ATP), educators can obtain it by designing it themselves based on the Curriculum Plan, developing and modifying the provided examples, or using the examples provided by the government. Then, in the preparation of the Teaching Module, it must be arranged in accordance with the applicable provisions. This is explained by the Ministry of Culture Education Research and Technology's No. 262, 2022 on the preparation of Teaching Modules, which states that there are three main components of the Teaching Module, namely general information, core components, and appendices. Each component is divided into smaller elements.

Furthermore, in the implementation of learning, it consists of three components: opening, core activities, and closing. According to article 9 paragraph 1 of the Indonesian Ministry of Education, Culture, Research, and Technology Regulation Number 16 of 2022, the implementation of learning is carried out interactively, inspiringly, fun, challenging, motivating students to participate actively and providing sufficient space for initiatives, creativity, independence according to the talents, interests, and physical and psychological development of students. Then, the conducted assessment consists of three types: diagnostic, formative, and summative.

In the Merdeka curriculum, there is a writing learning element that is part of the learning outcomes (CP). This is supported by the Indonesian Ministry of Education, Culture, Research, and Technology Regulation Number 56/M/2022 Regarding Guidelines for the Implementation of the Curriculum, which states that "By the end of the phase, students communicate their ideas and experiences through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create, and present informative, imaginative, and persuasive texts in simple and compound sentences to structure arguments and to explain or justify positions. They include basic information and details, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency, and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships, and they use punctuation and capitalization with consistency.

From the research, the researcher drew a classification. Firstly, as a result of the analysis of the collected data, the researcher generally concluded that learning management significantly influences the success of achieving learning objectives. In learning management planning, the researcher stated that the Teaching Module modified by educators can be developed into a book that contains objectives, steps, materials, and even evaluations, so that it can be used as a reference in the implementation of learning.

Researchers have found that in a free curriculum-based writing teaching approach, teachers have the freedom to choose teaching methods and strategies. Integrating technology in learning has a significant impact on understanding and achieving learning goals. The success of learning is not separated from the involvement of the teacher. After analyzing the results of students' recount texts, researchers stated that students' abilities were influenced by the teacher's efforts in managing learning. All of these are part of the teacher's instructions and efforts

to foster and enhance students' thinking and achievement in mastering writing skills, thus creating effective learning. This is in line with Robert Gagne's learning theory. This theory can be applied in the development of the learning process to create effective learning based on teacher instruction (Ben Akpan and Terssa J. Kennedy, 2020:191).

Furthermore, Ben Akpan and Terssa J. Kennedy (2020:193) stated that Gagne's theory introduces nine instructional events and corresponding cognitive processes for conducting lessons, namely gaining attention, informing learners of the objective, stimulating recall of prior knowledge, presenting the content, providing guidance, eliciting performance, providing feedback, assessing performance, and enhancing retention and transfer. Therefore, researchers stated that the success of a writing learning depends on the teacher's ability to manage learning, especially in managing the application of the Merdeka curriculum. Because in the implementation of this curriculum, educators are given the freedom to develop and implement learning to effectively achieve learning goals.

4.5 The Research Results Implication

The research findings have implications for teachers as educators. Through this research, teachers can know that the implementation of independent curriculum-based learning management in teaching writing skills demands that teachers act as learning managers, responsible for planning, implementing, and evaluating learning. Teachers can choose effective teaching methods and strategies, develop relevant teaching materials to maximize student learning outcomes, and apply flexible learning that can be adapted to student needs. Through this research, teachers can also identify the strengths and weaknesses of students and help them improve through structured learning, maintain student engagement during learning activities, manage learning effectively by integrating the use of technology in teaching, exploring innovative and effective teaching.

As learning managers, teachers can help achieve the goals of the independent curriculum in teaching writing skills.

The implementation of independent curriculum-based learning management in teaching writing skills can have significant implications for students' writing ability. These include the development of writing skills, improved by the application of learning models that emphasize the development of writing skills, preparing students to face writing tasks in the academic world, enriching students in expressing their ideas and thoughts through the use of good English grammar and developing creative and critical thinking abilities.

Furthermore, the research has implications for the educational field, such as providing additional evidence for theories, educational research, and serving as a recent reference for future research. The research can contribute to sharing ideas through publication and can serve as a guideline or comparison for managing learning based on independent curriculum in teaching writing skills to students.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

The research conducted by the researcher revealed that the implementation of independent curriculum-based learning management in teaching writing has been carried out well by English teachers. However, there are still several components that need to be improved in the implementation of learning management in teaching. The researcher revealed that the achievement of learning objectives and student success in learning is influenced by the teacher as a manager. Learning management is carried out with planning, implementation, and evaluation. Learning planning includes ATP and MA preparation, while implementation includes opening, teaching/main activities, and closing stages.

Teaching implementation by integrating innovative technology, methods, and strategies can create interesting and effective learning that influences the success of teachers and students in achieving the expected learning objectives. Furthermore, based on observation and interviews, the researcher concluded that learning management such as planning, implementation, and closure is a factor in the success of achieving a writing learning goal and is supported by the application of enjoyable learning methods and strategies. Therefore, the success of a learning process depends on English teachers in managing learning based on the independent curriculum.

B. Suggestion

There are some suggestions from the researcher after conducting the research and analysing the research findings, as elaborated below. For the English teacher of SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan, it is important to improve and modify the strategy in teaching English, based on Merdeka Belajar Curriculum specifically in teaching students writing skill. The frequency of practice in writing for students must be increased particularly teach the students about components of writing by pay attention to the grammar, generic structure of the text, tenses and anything related to language features and components of language such as vocabulary, etc. Because the perfect knowledge and understanding about component of language able to improve the ability of students in writing. Besides that the teacher must implement innovative and various methods, strategy and integrated the using of technology in teaching.

AN ANALYSIS OF LEARNING MANAGEMENT BASED ON MERDEKA BELAJAR CURRICULUM IN TEACHING STUDENTS' WRITING SKILL AT THE EIGHTH GRADE OF SMP NEGERI 2 DHARMA CARAKA GUNUNGSITOLI SELATAN IN 2023/2024

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