

# THE ANALYSIS OF ENGLISH TEACHERS' READINESS IN IMPLEMENTING ENGLISH MEDIA INSTRUCTION BASED ON INDEPENDENT CURRICULUM AT UPTD SMP NEGERI 4 GUNUNGSITOLI

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IMPLEMENTING ENGLISH MEDIA INSTRUCTION BASED ON  
INDEPENDENT CURRICULUM AT UPTD SMP N. 4 GUNUNGSITOLI**

**RESEARCH PROPOSAL**

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# CHAPTER I

## INTRODUCTION

### 1.1 Latar Belakang Masalah

Independent Curriculum is an educational approach that gives students and teachers the freedom to customize the learning process according to their individual needs and interests. Rahimah (2022: 97) underlines that the Independent Curriculum is a curriculum with diverse intracurricular learning where content will be optimized so that learners have sufficient time to explore concepts and strengthen competencies. Therefore, it can be concluded that the Independent Curriculum is an intracurricular learning system that aims to develop learners' interests and needs to acquire optimal concepts and competencies.

In implementing Independent Curriculum teacher must be able to utilize media instruction as the tools needed to prepare before teaching learning activities in the classroom, in order to achieve the goal or target of teaching and learning. The definition of media instruction is one of the tools that contain teaching activity planning that teachers prepare before teaching in class (Yuliani & Saragih (2019)). Media instruction that must be used by teachers include teaching modules, learning outcomes, media, and teaching materials. So, in order for all to be achieved teacher readiness is needed in utilizing media instruction to achieve learning objectives.

Teacher readiness in media instruction refers to the ability of teachers to use, and implement teaching modules effectively in the learning process. Wibowo et al. (2020) explains that teachers also play a role as drivers in implementing the Independent Curriculum. As stated in *Permendikbud* No. 22 (2022) concerning the implementation Independent Curriculum explains that teachers have rights and obligations in adapting and implementing the curriculum. This regulation emphasizes that teachers need to understand and

be able to implement the curriculum <sup>13</sup> so that the learning process can take place in accordance with the Independent Curriculum.

<sup>2</sup> Teacher readiness is one of the main focuses in implementing the Independent Curriculum because teachers are implementers in the classroom who face students directly. <sup>2</sup> Teachers as mentors and educators must of course be prepared to face the demands given in the Independent Curriculum, especially in implementing media instruction when teaching in class. This means that teachers are expected to be able to implement media instruction. Teachers must be able to have readiness before implementing it and must recognize how to use media instruction that supports it, prepare appropriate teaching materials, then apply how to teach the material according to the media instruction that has been made.

In reality, based on preliminary research during internship 3 activities at UPTD SMP Negeri 4 Gunungsitoli there are teachers who have difficulty in implementing the teaching module when teaching in the classroom so that it is not in accordance with the media instruction, the teacher carries out learning activities not in accordance with the learning module that has been prepared, the teacher cannot match the media with the material, the teacher has not carried out the Pancasila learning profile contained in the independent curriculum, facilities such as student handbooks are missing. So that the target in achieving the teaching module is still not achieved successfully. This can hinder the implementation of effective media instruction.

Regarding the explanation above, the researcher interest to conduct descriptive qualitative research to analyze teachers' readiness in implementing media instruction based on independent curriculum. Mukhtar in Mahmudah et al (2023:2), underline that a qualitative descriptive research method is used by researcher to find knowledge or theories about research at a particular time. Meanwhile, Sugiyono in Kurniawan et al (2023:4) stated <sup>5</sup> that Qualitative research is concerned with the text or subject or object of the research in a natural setting which produces descriptive data. Descriptive data is used to describe how is the English teachers' Readiness implementing

English Media Instruction in teaching the English learning process. Thus, the researcher would like to entitle this study as "**The Analysis of English Teachers' Readiness in Implementing English Media Instruction based on Independent Curriculum Learning at UPTD SMP N. 4 Gunungsitoli**".

### **1.2 Formulation of Problem**

1. How does description of readiness of the English teachers to implement English media instruction in Independent Curriculum at UPTD SMP N. 4 Gunungsitoli?
2. What are the of obstacles for English teachers in implementing English Media instruction in Independent Curriculum at UPTD SMP N. 4 Gunungsitoli?

### **1.3 Objectives of Research**

The purpose of the <sup>6</sup> research based on the formulation of the problem is to describe <sup>12</sup> the readiness of teachers in implementing media instruction based on the independent curriculum at UPTD SMP N. 4 Gunungsitoli. The detailed research objectives are described as follows.

1. To describe the understanding of teachers at UPTD SMP N. 4 Gunungsitoli towards English media instruction in the independent curriculum.
2. To identify the obstacles or difficulties experienced by UPTD SMP N. 4 Gunungsitoli teachers in implementing the independent curriculum media instruction at UPTD SMP N. 4 Gunungsitoli.

### **1.4 Significances of the Research**

<sup>8</sup> The significance of this research are:

1. For students, researchers hope that this research can help students to be more interested and motivated to be active in learning activities.
2. For Teachers, this research is expected that English teachers can find out the factors that cause difficulties in applying the independent curriculum media instruction in learning activities.
3. For Schools, this research can be useful as an effort to innovate learning.

4. For Readers, it can be used to increase knowledge, especially about the application of the independent curriculum media instruction.
5. For Researchers, this research can be used as knowledge, experience, and as a requirement to complete the Bachelor of English Education study.
6. For further researchers, this research is expected to be a source of reference for further research.

## LITERATURE REVIEW

**2.1 Theoretical Framework****2.1.1. Independent Curriculum****a. Independent Curriculum**

<sup>10</sup> The independent curriculum is the latest curriculum applied to education in Indonesia as a refinement of the previous curriculum. Minister of Education, Culture, Research and Technology Nadiem Anwar Makarim inaugurated the independent curriculum which was developed as a curriculum framework centered on fundamental materials tailored to the development of student abilities and provides flexibility for teachers or students (Rahayu <sup>13</sup> et al., 2022). The existence of an independent curriculum will make learning more interactive because it provides opportunities for students to be active in finding actual issues.

The independent curriculum gives teachers the freedom to create and model more enjoyable learning. Not only teachers, students are also given the freedom to seek and obtain information or knowledge from anywhere. The presence of an independent curriculum is not only caused by problems in learning but the development of technology that requires human resources to be more competent and think critically (Indarta et al., 2022). From this opinion, the researcher concludes that the implementation of the Independent Curriculum is a challenge for English teachers in using learning tools.

**b. Function of Independent Curriculum**

<sup>2</sup> The function of the Independent Curriculum is to give freedom to all components in the education unit from schools, teachers to students. The Independent Curriculum is one of the curricula that changes the concept of the learning system in Indonesia. Nadiem Makarim The Independent Curriculum can achieve a successful Indonesian education to prioritize learning for students.

The function of the Independent Curriculum for teachers is to provide the Independent Curriculum with a reduced workload, simplifying lesson plans into

teaching modules (Ainia, 2020: 45). The lack of teacher burden is that teachers can be free in carrying out learning and the burden of administrative tasks is simpler so that running as a teacher feels more comfortable. Simplification of media instruction The independent curriculum can provide ample space in simplifying the design of learning implementation so that in the evaluation process there are rules that provide freedom for teachers in making, utilizing media instruction.

### **c. Characteristics of Independent Curriculum**

Each curriculum has specific characteristics that make each content different. The following are three special characteristics of the independent curriculum, namely as follows (Hartoyo and Rahmadayanti, 2022: 7176):

- (1) Flexible learning The independent curriculum provides flexibility for educators in teaching and learning activities by looking at the suitability of learning outcomes with the development of each individual learner and can be modified in the context of local content;
- (2) essential material. In the independent curriculum, the material taught focuses on basic material, although the material to be taught is basic, it must be relevant and in-depth so that the material is directly useful to the daily life of students. According to the Ministry of Education and Culture, this focus on essential material also helps students to build creativity and innovation in basic competencies such as literacy and numeracy;
- (3) soft skills and character development. The independent curriculum emphasizes the development of life skills, which is important for every learner to provide the basic skills needed to enter society. The development of these skills is contained in strengthening the profile of Pancasila students;
- (4) synergy means synergy is the empowerment of teachers, student participants, and technology where educators have the flexibility to determine learning models according to student learning styles. Educators are also given the flexibility to choose the material to be taught and teaching strategies that can help increase students' literacy interest.



#### **d. Policy of the Independent Curriculum**

The existence of an independent curriculum that is applied to education in Indonesia, of course, brings new policies. Here are the 4 pillars of the independent curriculum policy (Rahayu et al., 2022):

1. National Examination (UN) which will be eliminated and replaced with Minimum Competency Assessment (AKM) and Character Survey.
2. Each school is given full authority regarding the USBN policy.
3. Simplification of Learning Implementation Plans (RPP) into teaching modules.
4. PPDB is emphasized more on the zoning system

#### **2.1.2 Media instruction**

##### **a. Definition of Media instruction**

Media Instruction is a tool that helps in delivering material during the teaching and learning process at school. Media instruction to help optimize teaching and learning activities carried out. According to Sitepu (2021), media instruction is a tool used to explain the messages conveyed by the teacher to students with the aim of facilitating the learning process. Meanwhile, Zahwa & Syafi'i (2022) suggest that media instruction is a series of tools used to convey learning material which aims to increase student interest in learning, facilitate understanding, and achieve the desired learning outcomes.

According to T. Wulandari & Mudinillah (2022), media instruction is defined as one of the tools that determine success in learning in the distribution of learning materials in the process of teaching and learning activities that involve interaction between teachers and students. Meanwhile, according to AECT (Association for Education and Communication Technology in Zahwa & Syafi'i, 2022), media instruction is a tool used to convey messages and information in supporting the learning process. Media instruction is one aspect that can support success and achieve learning goals. The existence of media instruction makes it easier for students to understand the learning material conveyed by the teacher. In

the Independent Curriculum, there are several components that make up the Independent Curriculum, including:

1. Learning Outcomes.

In the Independent Curriculum, learning outcomes contain a comprehensive scope of material that must be achieved by students.

2. Learning Objectives

Competencies that must be achieved by students. Gunawan (2022: 23) said that educators must also use various strategic approaches in preparing learning objectives (TP) and the flow of learning objectives (ATP).

3. Flow of Learning Objectives

Learning objectives that are organized logically and systematically.

Based on the explanation above, it can be concluded that media instruction is one of the means that supports teaching and learning activities and is used to convey information in the form of material, increase interest in learning and can make it easier for students to understand the material being taught. Media instruction can also be interpreted as an important component contained in learning activities in order to achieve success and learning objectives.

#### **b. Function of Media instruction**

The use of media instruction can determine the effectiveness and efficiency of the teaching and learning process. Media instruction certainly has a function that can help improve the learning process in the classroom. With the help of media, students understand the material presented by the teacher better. The media made can be in the form of modules, and slides so that the material can be conveyed properly. The existence of media makes students have interaction with the media as well as a learning resource.

According to Isnaeni & Hildayah (2020), in general, media instruction has the following functions: (1) explain messages or information in a way that is easy

to understand, (2) overcome the limitations of space, time and energy, (3) increase student learning motivation and involve students directly, (4) make learning more effective and efficient, (5) make students independent learners and easily understand learning.

<sup>4</sup> Based on the explanation above, it can be concluded that the function of media instruction has an impact on the effectiveness and efficiency of the learning process. Media instruction makes it easier for teachers to convey learning materials clearly. The learning process becomes more active because it involves direct interaction between students and the instruction media.

### c. Characteristics Media instruction

A good media instruction must certainly have a suitability for the message or information to be conveyed. According to Zahwa & Syafi'i, (2022), here are some aspects that need to be considered in the process of selecting effective media instruction including:

1. Media instruction must be adapted to the material in the applicable curriculum.
2. Media instruction must be designed using simple and easy-to-obtain materials so that it is not a barrier for an educator to design Media instruction.
3. Media instruction must be designed to be easily understood by students not too complicated.
4. In terms of utilization, the design of media instruction must be easily accessed and used by students.

From this explanation, it can be concluded that the media instruction designed must be in accordance with <sup>15</sup> the material and learning objectives to be achieved, the materials used in making the media are easily accessible, easy to use and understood by students. It is intended that teachers can achieve the desired learning objectives.

### 2.1.3 Teacher Readiness

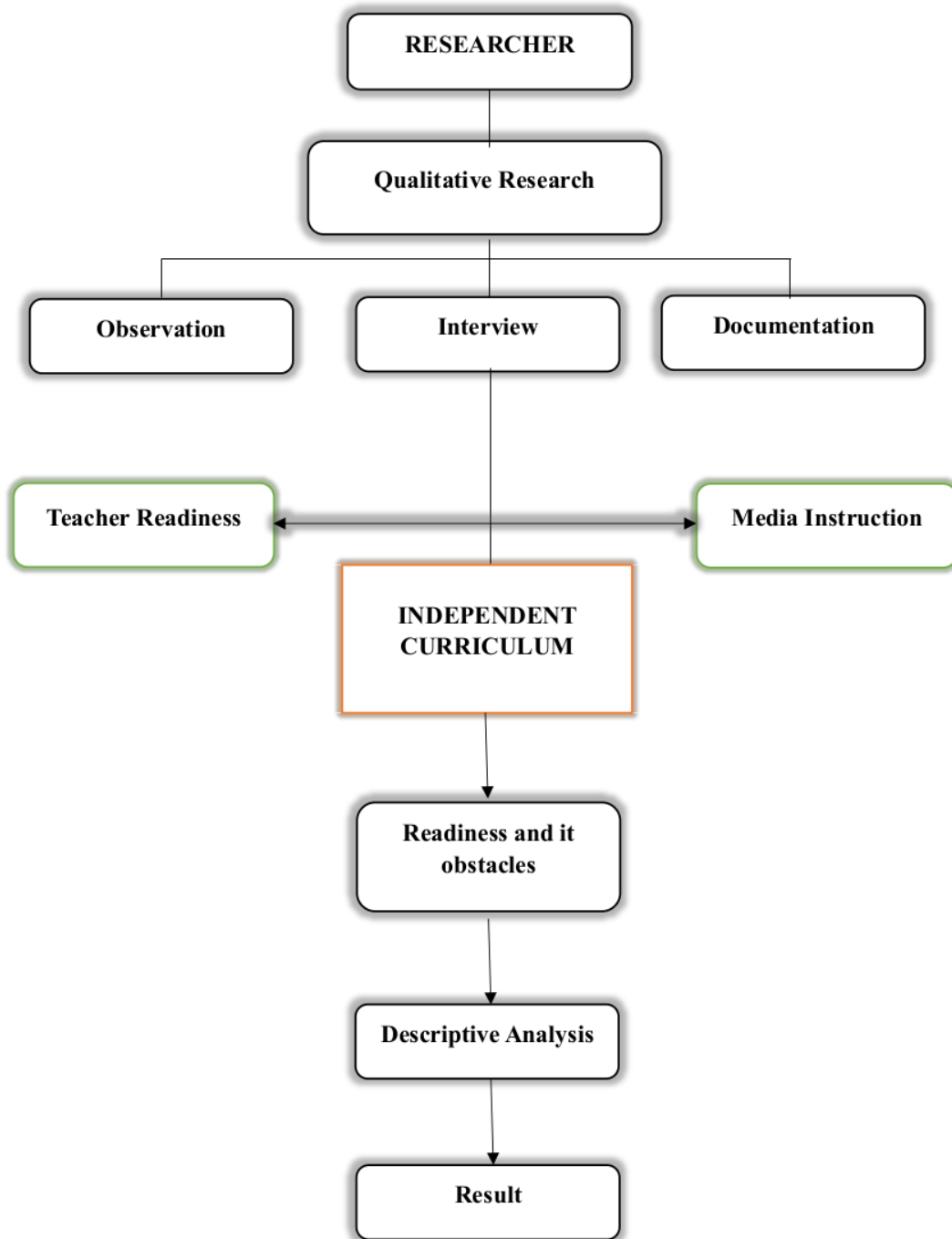
Readiness can also be said to be the overall state of an individual in responding to and carrying out an activity where this attitude contains skills, mentality, and attitudes that must be possessed and planned in carrying out an activity (Ansumanti, 2022: 4). Readiness is an overall state of the individual that makes him ready to give answers or respond in certain ways and certain situations (Slameto, 2020: 113). The researcher concludes that readiness is a condition of acceptance or willingness both physically and mentally to achieve a goal. Readiness is an important factor in supporting success in the learning process that must be owned by an educator. During the implementation process, there are various changes in the learning process that require educators to be ready to accept these changes, one of which is curriculum changes which have an impact on changing the teaching and learning process.

Teachers have a very big role in the world of education. Teachers are said to be the spearhead of the education system which must receive special attention. Teacher readiness determines the success of curriculum implementation which includes learning that will be carried out in the classroom (Wahyudi in Kurnia 2023: 12). Therefore, improving the quality of education must start with the teacher (Lailatussaadah, 2015: 16). To support the effectiveness of implementing the Independent Curriculum, teachers must have readiness. Teacher readiness in question is in the form of an outline of what the Independent Curriculum is, how to prepare and plan lessons, then understand the form of media instruction in the Independent Curriculum.

### 2.2 Framework of Thought

The framework in this study serves as a guide that explains the direction of the research objectives. This framework will be the basis for describing teacher readiness in implementing media instruction based on the Independent curriculum at UPTD SMP N. 4 Gunungsitoli. Therefore, the researcher makes a framework as follows.

*Figure 2.1 The conceptual Framework*



## CHAPTER III

### RESEARCH METHODS

#### 3.1 Research Approach and Methods

To produce comprehensive research on teacher readiness in implementing media instruction based on the independent curriculum at UPTD SMP N. 4 Gunungsitoli, this research applies a qualitative approach. Qualitative research aims to explore a phenomenon experienced by the research subject (Mujahidin, 2019: 5). Meanwhile, Sukmadinata (2020: 96) said that qualitative research aims to *describe* and *explore*, and *describe* and *explain*. Thus, qualitative research can explore thoroughly, complexly, dynamically with full meaning a phenomenon experienced by the research subject, namely the phenomenon of teacher readiness in implementing the independent curriculum media instruction.

The main objective of this research is to describe the readiness of teachers in implementing English media instruction in the independent curriculum implemented by UPTD SMP N. 4 Gunungsitoli. Based on this main objective, the scope of variables to be studied includes teachers' understanding of the independent curriculum media instruction, implementation of the independent curriculum, and English teachers' constraints in implementing media instruction in the independent curriculum.

#### 3.2 Research Location and Participants

##### 3.2.1 Location

This research was conducted at UPTD SMP N. 4 Gunungsitoli based on the researchers' observation that the school is a driving school. It is suspected that the school is a pilot school for the implementation of the driving school curriculum or independent curriculum, so researchers are interested in carrying out research at the school. UPTD SMP N. 4 Gunungsitoli is located in Gunungsitoli sub-district, Gunungsitoli City, North Sumatra Province.

### 3.2.2 Research Participants

In this study, the participants involved were English teachers at UPTD SMP N. 4 Gunungsitoli. The number of participants to be studied in this research is 3 English teachers.

### 3.3 Source of Data

Actually, there are two types of data used in research, namely primary data and secondary data. Data is information that is valid and factual as a study material in analysis (KBBI). Data source is the subject from which data is obtained, taken, and collected (Brier & Lia dwi jayanti, 2020). Primary data is data that is directly obtained from the first data source at the research location or research object. Primary data is specifically done to be able to answer research questions contained in the problem formulation. Secondary data is data that is directly collected by researchers as support from the first source. The source of data in this research is English teachers at UPTD SMP Negeri 4 Gunungsitoli.

### 3.4 Research Variables

Sugiyono (2021: 55) said that research variables are anything in the form of anything that is applied by researchers to study so that information is obtained about it, then conclusions are drawn. In this study there are two variables, namely the independent variable and the dependent variable. Sugiyono (2021: 57) independent variables are variables that affect or cause changes or the emergence of dependent variables (bound). dependent variables are variables that are influenced or that become the result, due to the existence of independent variables. So in this study, the independent variable is the readiness of English teachers and the dependent variable is the implementation media instruction based on independent curriculum .

### 3.5 Research Instruments

Researchers are the main source of qualitative research (Sugiyono 2019). Researchers used observation guidelines, interviews, and document

studies to conduct this research. The types of instruments used are described below.

### 1. Interview

Interview guidelines were used to explore the opinions of research participants with the aim that the results of the interviews could expand and strengthen the data that had been obtained from document studies and observations. . The questions asked refer to the existing interview guidelines and the informants' answers are answered verbally. (Fitri, 2023) :

No	Indikator	Pertanyaan	Hasil Wawancara
1.	Tingkat Pemahaman Guru	1. Apakah bapak/Ibu sudah memahami bagaimana mekanisme penerapan kurikulum merdeka? 2. Apa saja yang bapak/Ibu pahami terkait konsep dan tujuan dari diterapkannya kurikulum merdeka? 3. Apakah bapak/Ibu sudah memahami bagaimana struktur pembelajaran kurikulum merdeka? 4. Bagaimana bapak/ibu melakukan proses pembelajaran yang sesuai dengan media intruction kurikulum merdeka?	
2.	Rencana Media Instruction	1. Bagaimana media instruction yang baik seperti modul ajar yang bapak/ibu ketahui? 2. Bagaimana bapak/ibu menentukan capaian pembelajaran? serta apa saja kesulitan yang bapak/ibu hadapi dalam menentukan capaian pembelajaran? 3. Bagaimana bapak/ibu merumuskan tujuan pembelajaran? serta apa saja	



		kesulitan yang bapak/ibu hadapi dalam merumuskan tujuan pembelajaran?	
		4. Bagaimana bapak/ibu menyusun alur tujuan pembelajaran? serta apa saja kesulitan yang bapak/ibu hadapi dalam menyusun alur tujuan pembelajaran?	
		5. bagaimana bapak/ibu merancang pembelajaran sesuai dengan kurikulum merdeka?	
3	Proses Pembelajaran.	1. Bagaimana bapak/ibu memanfaatkan media instruction seperti modul ajar dalam proses pembelajaran ?	
		2. Bagaimana bapak/ibu melaksanakan kegiatan atau proses pembelajaran berbasis projek?	
4	Kesiapan Sarana dan Prasarana.	1. Apakah sarana pendukung pelaksanaan pembelajaran di sekolah sudah lengkap?	
		2. Apakah ketersediaan prasarana di sekolah sudah lengkap untuk menunjang proses pembelajaran?	

## 2. Documentation

The document study guideline is used to review documents used by schools in implementing curriculum media instruction including teaching modules, flow of learning objectives, learning outcomes, teacher attendance lists, student attendance lists.

### 3. Observation

Matthews & Ross observation (Mujahidin, 2019) is a technique in collecting data through all human senses which are the main tools in making observations. From this opinion, the observation technique in this study is used to observe the teacher's readiness in implementing the Independent curriculum media instruction. The following is the focus of the observation topics carried out by researchers (Rahardjo 2023:31-32)

Komponen	Sub Komponen	Hal yang diamati	Deskripsi
Kesiapan Tenaga Pendidik (Guru)	Tingkat Pemahaman Kurikulum Merdeka	<ol style="list-style-type: none"><li>1. Menerapkan pembejaran berdasarkan Kurikulum Merdeka di sekolah tersebut.</li><li>2. Memahami bagaimana struktur pembelajaran</li><li>3. Memahami bentuk pembelajaran yang sesuai dengan Kurikulum Merdeka.</li></ol>	
	Rencana pembelajaran	<ol style="list-style-type: none"><li>1. Menyediakan dan menggunakan modul ajar sesuai materi yang diajarkan</li><li>2. Memahami capaian pembelajaran</li><li>3. Ketersediaan tujuan tujuan pembelajaran dan mampu merumuskan tujuan pembelajaran</li><li>4. Ketersediaan alur tujuan pembelajaran dari tujuan pembelajaran</li><li>5. Kesesuain media instruction dengan media ajar pembelajaran.</li></ol>	
	Kesiapan sarana prasarana	<ol style="list-style-type: none"><li>1. Ketersediaan sarana penunjang proses pembelajaran (media</li></ol>	

		<p>pembelajaran, buku dan sumber belajar, kelengkapan teknologi informasi dan komunikasi).</p> <p>2. Kelengkapan prasarana penunjang proses pembelajaran (ruang kelas yang nyaman, lapangan, perpustakaan, kantin sehat)</p>	
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### **3.4 Data Collection Techniques and Steps**

#### **3.4.1 Data Collection Technique**

##### **1. Individual Interview**

The researcher used an interview guide that contained a number of questions to obtain data regarding the teacher's understanding of the independent curriculum idea, the teacher's readiness to implement the independent curriculum media instruction and the teacher's difficulties in implementing the independent curriculum media instruction. Before the researcher conducted this interview mechanism in a structured manner, the researcher had previously made observations.

##### **2. Documentation Study**

Arum (2023) said that document study is a method used to collect information by collecting several important documents in order to obtain information related to the problem being studied. Document study is one of the ways used in qualitative research to visualize the subject's perspective through written material or other documents produced directly by the people involved. In this study, the document study carried out was the teaching module used by the teacher before the learning process took place.

### **3. Observation**

Matthews & Ross observation (Mujahidin, 2019) is a technique in collecting data through all human senses which are the main tools in making observations. In this study, researchers made observations related to teacher readiness in implementing the Independent curriculum media instruction. What researchers do in carrying out these observations is to observe students and teachers at school. Since the first time the researcher went to the school, the researcher has begun to observe what is happening in the field. This method is used to collect data directly and systematically on the object under study. Observation will be carried out until the researcher obtains complete data about the desired data and it is not done only once but, many times. Thus, the data obtained can describe how the teacher's readiness to implement the independent curriculum media instruction.

#### **3.6 Data Collection Steps**

The data collection step of the study was pursued through qualitative data collection. There are also qualitative data collection steps organized as follows.

1. Licensing through a research permit letter to the Principal of UPTD SMP N. 4 Gunungsitoli to conduct research and collect data at the school.
2. Seek permission and make arrangements with participants to conduct interviews.
3. Conducting *face-to-face* interviews with research participants as agreed.
4. Made an observation schedule with the seventh grade teacher
5. Carry out observations according to the agreed schedule by observing the learning process.
6. Analyze the school's documents, namely the school curriculum, flow of learning objectives, teaching modules, and teaching materials.

### **3.7 Data Analysis**

Bogdan (Sugiyono, 2019) suggests that data analysis is the process of exploring and designing data that has been collected through interviews, field notes, and other materials systematically so that it provides ease when understanding and the findings of the research results can be widely informed. The data analysis used by researchers to discuss this research problem is an inductive analysis method. The data that has been obtained is collected, then processed into a picture of the problem, analyzed and compared with the scientific theory discussed, then given a conclusion. The steps are as follows:

#### **1. Data Reduction**

Data reduction in this study refers to the process of selecting, focusing, choosing the main things, looking for themes and patterns. So that it can provide a clear picture and can make it easier for researchers in collecting subsequent data. Thus, data reduction can be used in analyzing data to be sharper, classify, direct, select important ones, and organize data so that it can be concluded easily. So that readers and researchers understand the intended meaning and results.

#### **2. Data Presentation.**

Presentation of data in this study is a set of information arranged as a result of information obtained in the field during the research process. Obtained using a narrative description. In addition, the data is presented in the form of pictures, words, writings, tables and graphs. And obtained using data collection techniques. From the data obtained, it will be collected so that it can draw conclusions from the research.

#### **3. Drawing conclusions**

Drawing conclusions is the core withdrawal of all that has been collected in the research process that has been carried out so that the results of the research that has been carried out obtain conclusions or final verification. After all the data is collected and analyzed and the last data

presentation is drawing conclusions and the conclusion in this study is a description of the data as an answer to the research focus. In drawing this conclusion, the researcher verifies the data obtained from observations, interviews, documentation, and field notes.

## CHAPTER IV

### RESULTS AND DISCUSSION

#### 4.1 RESULT

In Chapter IV, the researcher will describe and discuss the results of the research that has been conducted at UPTD SMP Negeri 4 Gunungsitoli. In general, Chapter IV will explain the results of the research and discussion. Based on the problems and objectives of the research, it is sourced from in-depth interviews, direct observation, and documentation studies that will be explored in accordance with the problems and objectives of the research.

##### 4.1.1 Description of Location/Subject of Research

UPTD SMPN. 4 Gunungsitoli is a school located at Jl. Maena No. 10 Gunungsitoli, Ilir, Kec. Gunungsitoli, Gunungsitoli City. UPTD SMP N. 4 Gunungsitoli has 3 English teachers with the classification of 2 honorary educators then 1 civil servant educator. UPTD SMP N. 4 Gunungsitoli is a driving school and has implemented the Merdeka Curriculum since 2020. The following describes the identity of UPTD SMP N. 4 Gunungsitoli:

##### *4.1 School Identity*

School Identity		
1.	School Name	UPTD SMP N. 4 Gunungsitoli
2.	NPPSN	10260064
3.	Form of Education	SMP
4.	School Status	Country
5.	School Accreditation	A
6.	School Address	Jl. Maena No. 10 Gunungsitoli, Ilir, Kec. Gunungsitoli, Gunungsitoli City
7.	Postal Code	22815
8.	Village	Ilir
9.	Sub-district	Gunungsitoli
10.	City	Gunungsitoli

11.	Province	North Sumatra
12.	Country	Indonesia

#### **4.1.2 UPTD SMPN 4 Gunungsitoli Profile**

##### **VISION**

"TO MAKE ADWIYATA SCHOOL INDEPENDENT, TO CREATE HIGH-ACHIEVING, DISCIPLINED, EXCELLENT, HEALTHY, INNOVATIVE, NATIONALIST, RELIGIOUS AND ENVIRONMENTAL-LOVING PEOPLE".

##### **MISSION**

Preparing the young generation to become moral human beings who believe in God Almighty, are knowledgeable and have the readiness to be responsible for efforts to realize a prosperous society based on Pancasila.

Assisting the government in implementing/improving the quality of teacher education and developing in efforts to form a complete Indonesian human being. Accepting students without considering ethnic differences and having a belief in God Almighty.

1. Improving the discipline of school residents (teachers, staff, and students).
2. Improving teaching and learning activities.
3. Providing additional tutoring for subjects.
4. Increase social and religious activities.
5. Foster cooperation with the local community.
6. Cooperate with the school committee in improving facilities and infrastructure.
7. Participate in academic and non-academic competitions.

#### **2.1.3 Observation Results**

Observation is carried out by researchers to obtain in-depth information about phenomena in the field. As supported by Nasution in Sugiyono (2020), observation is the basis of all science. Scientists can work based on data, namely about the world of reality obtained from observation. In simplification, observation is very important for a qualitative researcher to explore deep understanding.



Researchers observed the teaching and learning process four times. Observations were made on June 5, 2024 until completion. The following are the results of researchers' observations of English teachers at UPTD SMP Negeri 4 Gunungsitoli.

*Table 4.1 Observation Description*

Component	Sub-component	Things observed	Description
Teacher Readiness	Level of Understanding of Merdeka Curriculum	Implementing learning based on the Merdeka Curriculum at the school. Understand how learning is structured Understand the form of learning that is in accordance with the Merdeka Curriculum.	
	Media Instruction	Provide and use teaching modules according to the material taught Understand learning outcomes Availability of learning objective goals and able to formulate learning objectives Availability of learning objective flow from learning objectives Suitability of instruction media with learning teaching media.	
	Infrastructure readiness	Availability of facilities to support the learning process (learning media, books and learning resources, completeness	

		of information and communication technology). Completeness of infrastructure supporting the learning process (comfortable classrooms, fields, libraries, healthy canteens)	
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Based on the results of the researchers' observations at UPTD SMPN. 4 Gunungsitoli shows that UPTD SMPN. 4 Gunungsitoli has implemented the independent curriculum in the first year or during the training period by following the examples provided and modifying these examples according to school requirements and adjusting to students. Educators have also participated in various socializations provided by the government either through the independent teaching platform or socialization provided by the local government and the school itself. The understanding stage regarding the implementation of the independent curriculum, the researcher found the fact that some English teachers understand the independent curriculum, this is evidenced by the initial explanation of English teachers regarding the mechanism, concept, and objectives of the independent curriculum which is quite good, but there are some educators who find it difficult to adapt and learn the independent curriculum media instruction due to various factors, especially technology.

Based on the findings, the researchers found that there are obstacles experienced by educators in using and utilizing media instruction, namely in the design of teaching modules where educators feel confused due to the absence of clear rules related to module preparation which makes educators often doubt whether the teaching module is right or wrong.

Then educators also carry out project-based learning to strengthen Pancasila students on one special day, namely on Saturday. Researchers also found that educators try to determine the best learning model for students. Educators begin learning activities by mapping the condition of students to find out the needs of students. The learning process is started by the educators with some questions to

provoke learners' knowledge and understanding. Educators also plan varied learning activities.

Furthermore, related to facilities and infrastructure at UPTD SMPN. 4 Gunungsitoli, researchers found that the availability of facilities and infrastructure in schools but of course not 100% complete, there are still several things that must be completed such as providing internet that can be reached in all classes. In addition, researchers also found that the teaching staff room still lacks chairs and tables. Researchers also found that UPTD SMPN. 4 Gunungsitoli lacks teaching materials such as student handbooks, especially English, projectors and infocus screens.

#### **4.3 Discussion**

The successful implementation of the Merdeka Curriculum is strongly influenced by many factors such as support from the school, the readiness of the education government, and the readiness of the educators themselves as figures who play a major role in implementing this Merdeka Curriculum in the field. The implementation of independent learning encourages the role of educators in developing the curriculum, the contribution of educators in the curriculum development process is of course very important to adapt the curriculum content to the needs of the community (Alfath, Azizah and Setiabudi, 2022: 44). In line with this opinion Dhani (2020: 45) argues that educators are said to be the spearhead of the success of the world of education because they are directly involved in developing, observing and implementing the curriculum so that learning can run smoothly and be able to obtain the desired goals.

Based on the results of the research on "Readiness of educators in Implementation of Curriculum Merdeka Curriculum in Junior High School which was conducted in class I and IV Junior High School Negeri 34 / I Teratai which was obtained through a series of research techniques, namely observation, interviews, and document studies with the formulation of the problem of how the readiness of teaching staff in implementing the Merdeka Curriculum at SMPN 34 / I Teratai. Researchers found that the school has implemented the Merdeka Curriculum in

grades I and IV and educators have participated in various socializations provided by the government to learn about the implementation of the Merdeka Curriculum.

#### **4.3.1 Understanding the Implementation of Merdeka Curriculum in Primary Schools**

Understanding the implementation of the Merdeka Curriculum is the main thing that needs to be done by educators so that the implementation of the Merdeka Curriculum can run optimally. During the curriculum development and implementation process, the intensity of educators in implementing the curriculum at school is very important, for this reason, educators are expected to always be involved in curriculum development so that it can be implemented appropriately and effectively (Mantra et al., 2022: 6317). The government provides understanding and socialization to educators so that educators can find out how the Merdeka Curriculum is and what changes have occurred from the previous curriculum. We can see the government's efforts in implementing the Merdeka Curriculum in the form of providing various supports for educators to learn to understand how the Merdeka Curriculum through the Merdeka Teaching Platform. The Merdeka Mengajar Platform was built to support the practice of the Merdeka Curriculum and provide a space for educators to learn and gain various inspirations, references, and understanding in applying the Merdeka Curriculum (Wardhani, et al, 2022; 65). The government also conducts webinars conducted by the central or regional governments to share good practices and the latest information for educators, heads of education units and elements of education stakeholders. Furthermore, there are learning communities that provide facilities such as reflection, learning, sharing together in studying and implementing the Merdeka Curriculum, which can be formed by educational units, regional levels or online communities. The government also provides resource persons to share good practices recommended from the center, which are of course qualified resource persons who have undergone various stages of selection, these resource persons can be contacted through the merdeka Mengajar platform. Finally, the government also provides development partners such as organizations or institutions that can support the community learning process either at the regional level or unit level, and there is also a *helpdesk*

service center that educators can contact if there are obstacles or questions about the Merdeka Curriculum.

The government's hard efforts in providing socialization for educators to understand and learn the Merdeka Curriculum are very good, but as previously described, it can be seen that in general the socialization process is mostly carried out online by utilizing technology, of course. This is actually a problem for some educators because they are faced with various obstacles that have an impact on the less than optimal implementation of the Merdeka Curriculum. The obstacles faced by educators in the field include a lack of understanding in using technology or known as *Non Tech Savvy* educators. The rapid development of science and technology requires educators as educators to be more literate in technology, information and communication (Sole, & Anggraeni, 2018: 17). During this era of globalization, it is often discussed that technological literacy is very important for educators not only in receiving information but in designing and providing the learning process technology is also very important. Munthe (2019: 444) said that educators are required to be smarter in processing learning resources and educators are expected to be able to adapt to the rapid development of information access in order to be able to change the manual learning system with the use of technology, educators can also be creative and innovate in developing media and learning resources with technology. Generally, this problem is faced by elderly educators which causes educators to often be confused in using technology and lazy to learn new technology so that it will have an impact on not being ready to accept change.

Based on the findings of the researchers, it is concluded that in the implementation of the Merdeka Curriculum at UPTD SMPN 4 Gunungsitoli in grades I and IV, there are two senior educators who have difficulty using technology, namely in classes I B and I C. Educators provide complaints regarding the difficulty of learning the Merdeka Curriculum, such as receiving online socialization both through *zoom meetings*, online communities, and access to the independent teaching platform. Educators also have difficulty working on Real Action which certainly requires educators to understand technology well. The efforts made to deal with this are by collaborating with other educators who understand technology and asking for direction and guidance through the closest

people who understand technology. Another finding that the researchers obtained, namely in class I A, IV A and IV B, it was found that the educators were ready to accept the Merdeka Curriculum, this was evidenced by the excellent understanding of the educators regarding the mechanism for implementing the Merdeka Curriculum, knowing what the concepts and objectives of the Merdeka Curriculum were, understanding how the learning structure in the Merdeka Curriculum was, and also always participating in socialization activities organized by the government.

#### **4.3.2 Preparing or Planning the Learning Process**

The implementation of the Merdeka Curriculum has a concept that is substantially not much different from the 2013 curriculum, namely the structure of the Merdeka Curriculum is based on the Pancasila character, flexible and competency-based learning. According to Solehudin, Priatna and Zaqiyah (2022: 7494) The concept of the prototype curriculum is contained in several aspects including, the profile of Pancasila students characterizes this curriculum as different from the previous curriculum, then the curriculum structure is also different, besides that there is the term learning achievement (CP) which replaces the terms KI and KD. During the implementation process, there are mechanisms that schools can choose in implementing this Merdeka Curriculum, including independent learning, independent change, independent sharing. The form of learning in the Merdeka Curriculum is also flexible, adapting to the creativity of educators and giving educators freedom in providing learning. Jannah and Harun (2023: 203) explained that the Merdeka Curriculum emphasizes freedom for educators to be more creative and innovative in structuring learning to obtain or maximize the potential of students.

Although in the previous explanation it was stated that there were obstacles for some educators in implementing the Merdeka Curriculum in elementary schools, this can be overcome with the help of colleagues who are able to provide understanding and direct senior educators to better understand the implementation of the Merdeka Curriculum. Providing understanding to colleagues also turns out

to be able to deepen the understanding of the educators themselves so that the implementation of the Merdeka Curriculum can run optimally.

The learning planning process in the Merdeka Curriculum has many changes from the previous curriculum. As we know, Permendikbud RI Number 65 of 2013 explains that learning planning is designed in the form of a syllabus and Learning Implementation Plan (RPP) which refers to content standards (Andriani, Hidayat & Indrawan, 2021: 458). RPP is developed from the syllabus to direct students' learning activities in an effort to achieve basic competencies (KD).

Learning planning in the independent curriculum is now better known as teaching modules. Teaching modules are learning designs or one of the teaching tools that support educators in designing learning based on the curriculum that is applied with the aim of achieving predetermined competency standards (Maulida, 2022: 131). Making learning plans or what is known as teaching modules in the independent curriculum is done by first understanding the learning outcomes that are compiled per phase not per KD. Furthermore, learning outcomes are elaborated into learning objectives that are operational and concrete, the formulation of learning objectives includes competence and scope of material. The learning objectives are then sequenced into a flow of learning objectives. during the learning planning process, educators are also required to carry out diagnostic assessments or analyze the competencies, strengths and weaknesses of students first. The Merdeka Curriculum provides freedom for educators to design learning, develop a flow of learning objectives and create learning plans independently.

Good learning design can improve the quality of education in Indonesia. The learning design process is certainly done as well as possible because it has a huge impact on student learning outcomes. The right learning design process will certainly have a significant effect on learning outcomes and meaningfulness (Khoeriyah & Mawardi, 2018).

Based on the results of the study, it is known that educators experience obstacles in the learning planning process. The ability of educators to manage learning tools is very important, as described by Putri, Rindiyati, & Damariswara (2022: 26) An educator is required to be able to develop learning tools so that the

learning process can run smoothly and optimally. The provisions in designing learning cause a lot of confusion for educators, including the difficulty of determining the components of components in designing teaching modules such as formulating learning outcomes, then determining or decomposing learning outcomes (CP) into learning objectives (TP) and education personnel learning objectives into a flow of learning objectives (ATP).

Educators assess the process of preparing teaching modules and determining the elements of the elements there are no clear provisions so that it raises many questions for educators such as whether the preparation of teaching modules is correct and what are the limits in preparing teaching modules. UPTD SMPN 4 Gunungsitoli educators are indeed faced with various obstacles in the preparation of this teaching module, but educators remain responsible and strive to prepare teaching modules by collaborating with other classroom educators and conducting ATM activities (observe, imitate and modify from module examples provided by the government until finally educators begin to be skilled in interpreting the learning outcomes (CP) set by the government and begin to be skilled in developing learning objectives (TP) and compiling them into a flow of learning objectives (ATP).

#### **4.3.5 Availability of Facilities and Infrastructure**

Facilities and infrastructure are part of supporting the learning process and supporting learning activities in schools. The success of a learning activity is supported by the utilization of educational facilities and infrastructure in the school. Suranto et al, (2022: 61) Facilities and infrastructure in schools need to be utilized and managed properly for the benefit of the learning process to run effectively and efficiently. Educational facilities are equipment used in the educational process, such as tables, chairs, and learning media. then educational infrastructure is a facility that can support the course of an educational process such as school grounds, parks, libraries, and laboratories. The equipment and materials used in educational institutions directly help the educational process, especially the teaching and learning process, every education manager must pay attention to one area related to educational facilities (Malau et al., 2022: 189). Facilities and



infrastructure are one of the most important resources in supporting the learning process. The success of an educational program at school is greatly influenced by the condition and utilization of facilities and infrastructure at school.

Based on the findings of the researchers, UPTD SMPN 4 Gunungsitoli has completeness in terms of facilities and infrastructure owned by the school, but of course there are some shortcomings in some facilities. The facilities owned by UPTD SMPN 4 Gunungsitoli include learning media, having a projector, having adequate internet and a *sound system* to support activities at school. Then at the infrastructure stage UPTD SMPN 4 Gunungsitoli has complete infrastructure including buildings and buildings that are still maintained and maintained, but the shortcomings are uneven electricity. Furthermore, classrooms where the contents of the class such as furniture are complete but lack the number of classes due to the large number of rombel not in accordance with the number of classes. Library with complete books but still not organized in the library computer. Furthermore, the teaching staff room and TU are still lacking tables, the worship room which is still incomplete furniture and the UKS room with the availability of equipment that is still lacking and the last is a warehouse that is still inadequate.

## **CHAPTER V**

### **CLOSING**

#### **5.1 Conclusion**

Based on the research findings and discussions that researchers have conducted in the previous chapter on "English teachers' readiness to implement instruction media based on the Merdeka Curriculum", it can be concluded that teachers participate in various socializations related to the implementation of the Merdeka Curriculum and understand how to implement it. Although there are some challenges for certain teachers in implementing the Merdeka Curriculum, there are efforts that have been made to overcome this problem.

Teachers tried their best to implement the independent curriculum during the first year of training. However, as they are still in the training period, educators are bound to face difficulties, especially in using the modules. During the use of the module, teachers must gain further understanding of how to formulate learning outcomes (CPs), determine or decompose learning outcomes (CPs) into learning objectives (TPs), and education personnel learning objectives into flow of learning objectives (ATPs). In practice, teachers must also implement a learning-based learning process.

The availability of classrooms and learning support tools such as projectors, the internet, and learning media is very helpful in implementing the Merdeka Curriculum.

#### **5.3 Suggestions**

The results of research on the analysis of Merdeka Curriculum learning tools at UPTD SMPN 4 Gunungsitoli resulted in several conclusions that can be used as references. The conclusions are as follows:

##### **For Schools:**

Schools are expected to complete missing facilities and provide supporting facilities for educators to implement the Merdeka Curriculum.

**For Educators:**

Educators are expected to have the ability to provide the facilities needed to implement the Merdeka Curriculum.

**For Other Researchers**

Other researchers should revisit this research with different methods and research sites. This will complement the shortcomings of future research on the readiness of educators to implement Merdeka Curriculum in elementary schools.

# THE ANALYSIS OF ENGLISH TEACHERS' READINESS IN IMPLEMENTING ENGLISH MEDIA INSTRUCTION BASED ON INDEPENDENT CURRICULUM AT UPTD SMP NEGERI 4 GUNUNGSITOLI

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