ENGLISH TEACHERS' BARRIERS IN IMPLEMENTING " *KURIKULUM MERDEKA*" AT SMAN 6 BULUKUMBA

THESIS

Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Partial Fulfillment of theRequirement for Degree of Education in English Department

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MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2023

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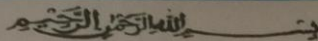
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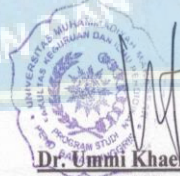
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Day / Date	Chapter	Note	Sign
17/11/2023	I – V	- Abstract - Findings	
29/11/2023	I – V	Ch. 3 Findings Abstrct -	
30/11/2023	I – ✓	Abstract - Discussion - Documentation	
4/11/2023	✓	- Discussion - Conclusion and Suggest.	
6/11/2023	✓	- Conclusion - References - Appendices	
7/11/2023		ACC	

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25/10/2023	I–V	- Abstract - list of content - Result Instrument	
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11/11/2023	I–V	- Documentasi - Abstract	
20/11/2023	I–V	- Findings	
22/11/2023	I–V	- ACC	

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MOTTO

Understand that every challenge is an opportunity for growth and development.

(Justika Sukri)

ABSTRACT

Justika Sukri, 2023. English Teacher's Barriers in Implementing "KURIKULUM MERDEKA" at SMAN 6 Bulukumba. Thesis, English Education Study Programme, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Nunung Anugrawati and Uyunnasirah Hambali.

The main problem in this research is what are the barriers of English teachers at SMAN 6 Bulukumba in implementing the Kurikulum Merdeka. This study aims to find out the various barriers experienced by English teachers at SMAN 6 Bulukumba in implementing the Kurikulum Merdeka.

The samples used in this study were two English teachers at SMAN 6 Bulukumba. The method used in this research is descriptive qualitative. The data collection used in this research are interview and observation techniques which are focused on two English teachers at SMAN 6 Bulukumba to collect data. To analyse the data from this study, the researcher used notes from the results of interview and observation, to find out the barriers experienced by teachers in implementing the Kurikulum Merdeka.

The results of this study indicate that there are several barriers experienced by English teachers at SMAN 6 Bulukumba in implementing the Kurikulum Merdeka such as 1. Barriers regarding the Physical Readiness of English Teachers in Implementing the Kurikulum Merdeka, 2. Barriers regarding the Psychological Readiness of English Teachers in Implementing the Kurikulum Merdeka, 3. Barriers Regarding the Financial Readiness of English Teachers in Implementing the Kurikulum Merdeka. 4. Barriers to English Teachers in applying technology to the Kurikulum Merdeka at SMAN 6 Bulukumba. However, these barriers do not hinder the interest and motivation of English teachers in implementing the Kurikulum Merdeka.

Implementing this Kurikulum Merdeka allows teachers to provide more effective learning and make students more active in learning in a fun way. Therefore, it is hoped that teachers, especially English teachers at SMAN 6 Bulukumba, can be more creative in implementing this Kurikulum Merdeka so that students do not feel bored in receiving learning so that learning can be more efficient.

Keywords: Barriers, Teachers, Kurikulum Merdeka.

ABSTRAK

Justika Sukri, 2023. Hambatan Guru Bahasa Inggris dalam Mengimplementasikan "KURIKULUM MERDEKA" di SMAN 6 Bulukumba. Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Nunung Anugrawati dan Uyunnasirah Hambali.

Masalah utama dalam penelitian ini adalah apa saja hambatan guru bahasa Inggris di SMAN 6 Bulukumba dalam mengimplementasikan kurikulum merdeka. Penelitian ini bertujuan untuk mengetahui berbagai kendala yang dialami oleh guru bahasa Inggris di SMAN 6 Bulukumba dalam mengimplementasikan kurikulum merdeka.

Sampel yang digunakan dalam penelitian ini adalah dua orang guru bahasa Inggris di SMAN 6 Bulukumba. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Pengumpulan data yang digunakan dalam penelitian ini adalah teknik wawancara dan observasi, yang difokuskan pada dua orang guru bahasa Inggris di SMAN 6 Bulukumba untuk mengumpulkan data. Untuk menganalisis data dari penelitian ini, peneliti menggunakan catatan dari hasil wawancara dan observasi, untuk mengetahui hambatan yang dialami oleh guru dalam mengimplementasikan kurikulum merdeka.

Hasil penelitian ini menunjukkan bahwa adanya beberapa hambatan yang dialami oleh guru-guru Bahasa Inggris di SMAN 6 bulukumba dalam mengimplementasikan kurikulum merdeka seperti 1. Hambatan mengenai Kesiapan Fisik Guru Bahasa inggris dalam Mengimplementasikan Kurikulum Merdeka, 2. Hambatan mengenai Kesiapan psikologis Guru Bahasa inggris dalam Mengimplementasikan Kurikulum Merdeka, 3. Hambatan Mengenai Kesiapan finansial Guru Bahasa Inggris dalam Mengimplementasikan Kurikulum Merdeka. 4. Hambatan Guru Bahasa inggris dalam pengaplikasian teknologi pada Kurikulum Merdeka di SMAN 6 Bulukumba. Akan tetapi hambatan-hambatan tersebut tidak menghalangi Minat dan motivasi para guru bahasa inggris dalam mengimplementasikan kurikulum merdeka

Dalam Pengimplementasian kurikulum merdeka ini memungkinkan guru untuk memberikan pembelajaran yang lebih efektif dan membuat siswa lebih aktif dalam belajar dengan cara yang menyenangkan. Oleh karena itu, diharapkan para guru khususnya guru bahasa Inggris di SMAN 6 Bulukumba dapat lebih kreatif dalam mengimplementasikan kurikulum merdeka ini agar siswa tidak merasa jenuh dalam menerima pembelajaran sehingga pembelajaran dapat menjadi lebih efisien.

*Kata kunci: **Hambatan, Guru, Kurikulum Merdeka***

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Assalamualaikum Warahmatullahi Wabarakatuh.

In the name of Allah swt, the Beneficent and Merciful. All praises are to Allah the lord of the universe, who has bestowed strength and health upon the research. Shalawat and Salam be upon our prophet Muhammad Saw, his family, companions and his faith followers till the end of the world.

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The researcher is fully aware that this thesis is still far from being perfect. Therefore, researcher expect constructive criticism and suggestion from the parties' reader. Hopefully this research can be useful for readers and other researcher.

Makassar, 22 October 2023

Justika Sukri

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CHAPTER I

INTRODUCTION

A. Background

Education is an effort to help the soul of students in a way physically and mentally, from its natural nature to a better character in the future. Education is also a process that continues and never ends until whenever or can be called (a never-ending process), to produce quality that is sustainable until the future that is invested in the cultural values of the nation and Pancasila (Sujana, 2019).

Referring to law No.20 of 2003 regarding system functions of national education namely in article 3 which states that "National education functions to develop capabilities and shape the character and civilization of the nation with dignity in the context of educating the life of the nation, aims to develop the potential of students to become human beings who believe and have piety to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens who are democratic and also responsible" (Nasional, 1982).

Implementation is an implementation of a plan that has been prepared or carefully crafted and detailed. Implementations are usually applied after all plans are ready and perfect to use. According to Nurdin Usman, implementation is an activity, action and action there is a mechanism of an activity planned to achieve a goal to be achieved (Inkiriwang, 2019).

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The curriculum is not only seen as an ordinary document, but is an important document that makes education better for achieving national education goals, how to achieve this education if the educators still do not fully understand the curriculum that is being used now. Therefore, educators must understand more about the curriculum used now for a good teaching and learning process to achieve the goals desired lesson (Angga et al., 2022).

The kurikulum meerdeka is a curriculum with extracurricular learning of various kinds so that students are more optimal and have concepts and strengthen their competence. And also the teacher has the flexibility in choosing materials teaching that is suitable and appropriate for students who are tailored to their needs learning and interests of each individual learner. In this Kurikulum Merdeka also strengthens the achievement of Pancasila student profiles that are developed in accordance with the theme determined by the government (Kemendikbudristek, 2022)

Many teachers are more than 140 thousand Education units have selected as well implementing the Kurikulum Merdeka on academic year 2022/2023. Curriculum Independence is not a substitute for curriculum 2013 but rather continued and strengthening the 2013 curriculum, with there are changes to be made applicable to the Kurikulum Merdeka as Additional options for Education units to carry out recovery during 2022-2024. A striking difference from curriculum 2013 that is seen in the structure curriculum that is less flexible, hours lessons are determined weekly, then the mati that is made is too dense so not enough time to do deep learning and the appropriate stage

development of students and materials Less available learning diverse so that the teacher is less flexible in developing learning contextual, and digital technology too has not been used systematically for support the teacher's learning process through various practices (Rahayu et al., 2022)

While the difference for Kurikulum Merdeka that is seen from the structure of the curriculum is more flexible, hours lessons are targeted to be fulfilled in one year, then more focus on essential material, meaning achievement learning is set per phase instead of per year and provide flexibility for Teachers use a variety of devices teach according to the needs of the characteristics of the participants learn and applications that provide various references for teachers to be able to continue to develop teaching practice independently and in various practices (Menteri Pendidikan 'Nadiem Anwar Makarim).

Problematic learning is a process in learning that experiences several problems that arise, these problems can interfere, complicate, hinder, or hinder the achievement of learning objectives. (Usman et al., 2022) examined one of these factors, namely related to the understanding of a teacher at MAN 2 Tangerang regarding a differentiated learning system in the Kurikulum Merdeka. The same thing is done at different levels of education. (Fitriyah & Wardani, 2022) examines the paradigm of the Kurikulum Merdeka for Elementary School Teachers.

There are several problems found at SMAN 6 Bulukumba in implementing the Kurikulum Merdeka, namely teachers are required to be

more creative in designing learning modules, learning objectives and the flow of learning objectives. One of the main challenges faced by English teachers is the absence of clear guidelines and resources to design the curriculum under the Kurikulum Merdeka framework. Developing a comprehensive and effective English curriculum requires access to quality materials, assessment tools and learning strategies. Without proper guidance and resources, teachers may struggle to create engaging and well-structured lessons that meet learning objectives. Other barriers to implementing Kurikulum Merdeka require changes in teaching methodologies and approaches. Teachers need training and professional development opportunities to update their skills and adapt to the new curriculum design. Without adequate training, some educators will struggle to fully understand the intent and techniques of Kurikulum Merdeka.

.Based on the explanation above, the researcher is interested to conduct research entitled: "*English Teachers' Barriers in Implementing KURIKULUM MERDEKA at SMAN 6 BULUKUMBA*".

B. Problem Statement

Based on the background above, the problem of this researcher focus on teachers : What are the barriers to English teachers in implementing the Kurikulum Merdeka at SMAN 6 Bulukumba?

C. Research Objective

The purpose of this study is to find out barriers English teachers experience in implementing the Kurikulum Merdeka.

D. Significant of the Research

Research will be better if it was beneficial not only for the researcher himself but also for other people. The following are the benefits of research there are:

1. Theoretical significance

   This research is expected to be useful theoretically in order to better understand theoretical knowledge related to research on English Teachers' Barriers in Implementing *" KURIKULUM MERDEKA "*.

2. Practical significance

   Practical benefits are benefits that are applied, there are several parties who are expected to feel these benefits, this is:

   a. For Teachers, the results of this study are expected to be used as information that can be used by teachers to determine the character of students in order to increase innovation in the learning process according to the needs of students.

   b. For students, the results of the research are expected to be used by students as a reference and input to find out each other's character in order to be able to adapt to the learning process.

E. Scope of The Research

To avoid being broad researcher limit the study on the implementation of the *" Kurikulum Merdeka"* for students in grades 10 and 11 in English subjects at SMAN 6 BULUKUMBA.

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CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

There are many have done research to this research, which follows:

Teacher Readiness in Implementing the Merdeka Curriculum at Surya Buana Islamic Elementary School (SDI) Malang City. The results of this study explain that teachers have a very important role in education, namely educating, teaching, guiding, training, evaluating and supervising students. In addition, teachers also play an important role as curriculum developers, namely setting the direction and objectives of the lessons delivered, as well as strategies in developing, evaluating and compiling the curriculum according to the characteristics and learning experiences needed by students. So that this important role makes teachers must have readiness in implementing an independent curriculum. The purpose of this study is to 1) determine the level of cognitive readiness of teachers, 2) determine the level of physical readiness of teachers, 3) know the level of psychological readiness of teachers and 4) know the level of financial readiness as an indicator of teacher readiness in implementing the independent curriculum at SDI Surya Buana Malang City (Suci Kurnia 2023).

Teacher Problems in Implementing the Independent Learning Curriculum. The results of this study explain the Teacher's Problems in Implementing the Merdeka Belajar Curriculum for Grade I and IV

Students at SDN 17 Rejang Lebong, namely in planning implementation, and learning assessment. The problems faced start from analysing Learning Outcomes (CP) into Learning Objectives (TP), following the Flow of Learning Objectives (ATP) and making it in the form of Teaching Modules, difficulties in determining appropriate learning methods and strategies and the teacher's lack of ability to use technology. In addition, limited student books lack of ability and readiness of teachers in using varied learning methods and media, lack of proficiency in applying technology in learning, teaching materials that are too broad, and in the implementation of project-based learning teachers have difficulty in determining class projects in grades I and IV and lack of time allocation for project-based learning, determining the form of assessment that is in accordance with the learning objectives to be achieved, and determining the form of assessment during project-based learning (Siti Zulaiha, et al. 2022).

Teacher Competency Development in Welcoming the Independent Learning Curriculum. The study explains that teachers as the front guard in running the wheels of education have an important role in determining a quality generation with good character. Based on the program initiated by the Minister of Education and Culture Nadiem Anwar Makarim regarding the Merdeka Belajar curriculum, it means that students have the right to think creatively in seeking knowledge from various sources to create quality learning and be able to compete in the current development of globalisation. In order to welcome the independent

learning programme, improving the quality of education continues to be pursued with the development of competencies that must be possessed by a teacher, namely pedagogical competence, personality competence, social competence, and professional competence (Annisa Alfath et al 2022).

The Effect of Readiness to implement the curriculum is an indicator as a measure of teacher readiness in implementing the independent curriculum. Indicators of teacher stability in implementing the independent curriculum according to Ihsan (2022), namely physical preparation, namely the readiness of human resources, namely teachers in facing the independent curriculum. Psychological preparation, namely teacher readiness as seen from interest. and teacher motivation in implementing the independent curriculum. Financial preparation can be seen based on the availability of facilities and infrastructure capable of supporting the implementation of the independent curriculum in schools and technological readiness can be seen from the provision of learning media that is included in the implementation of the independent curriculum.

The Merdeka Belajar program initiated by Nadiem Makarim is an important idea to change the education paradigm in Indonesia. However, teachers do not fully understand government policies related to Merdeka Belajar program. In addition, there has been no socialization regarding the paradigm of Merdeka Belajar method, and the existing bureaucratic system still shows reluctance to change in response to Merdeka Belajar model. This study concludes that the education bureaucracy is still

hegemonic by the pedagogical paradigm and it is difficult to adjust to the andragogy paradigm.

In addition, the competence of teachers who have been subject to the bureaucratic system structurally makes them dragged into the routine of the education bureaucracy so that they are hegemonic by the pedagogical paradigm. Junior teachers tend to be more flexible in facing challenges and taking advantage of pandemic conditions to utilize communication technology 4.0. They are better able to improvise Merdeka Belajar programs. Meanwhile, senior teachers need time first to learn to operate computers for distance learning activities. The school also provides facilities to provide short courses to senior teachers who have never used a computer.

So far, the teachers only carry out orders as the educational apparatus structurally. This condition has impacted the character of teachers who have lost their creative independence, even though they can be creative. The existing education bureaucracy system has made it drift into the routine of the education bureaucracy. In the context of Merdeka Belajar, teachers need a transition time to prepare for it because moving away from pedagogical hegemony towards the andragogy paradigm is not an easy thing to do, as long as the bureaucracy does not follow it. Teacher competence in the pedagogical bureaucracy so far has shackled them into a space full of restrictions and caused them to join the current structure structurally.

As a result, the administrative burden keeps teachers busy with paperwork that keeps piling up as evidence of accountability for teaching activities. This is a loss of investment in the education sector because teachers who should play a role in strengthening the nation's capital are busy with managerial matters. So far, the pedagogical bureaucracy of the education system does not have the suitability to support the Merdeka Belajar process. In a situation like this, the bureaucracy needs to make changes to have an andragogy paradigm. Without it, the opportunity for Merdeka Belajar tends to be hampered. Freedom in learning is not only based on individual students or teachers. However, it is also related to the people around the world of education, including the bureaucratic system, stratified administrative structure, students, and parents' habituation to Merdeka Belajar. The Merdeka Belajar needs to be achieved, experienced, and mobilized in developing the experiences of students, teachers, and parents, including the education bureaucracy.

The problem that seems to be a challenge for Merdeka Belajar process is that most educated teachers are not independent. Therefore, hegemony still dominates their thoughts and actions. As a result, the way they do is also done to their students. Therefore, habituation is needed as a transition to Merdeka Belajar, and many opportunities can be taken to achieve the right level of independence.

Relying on teachers and students alone to run the Merdeka Belajar program can be said to be a fundamental mistake because policy definition is not based on a clear and easy-to-understand paradigmatic foundation.

The bureaucracy also needs to free the education apparatus to be free and prosperous in managing the administrative system. The education apparatus, teachers, and students have been pressured with various burdens, in Giroux's view. Therefore, Merdeka Belajar frees teachers, students, education apparatus, and bureaucracy to organize Merdeka Belajar education, which provides academic welfare to students (Yuhastina et al., 2020).

Based on previous research related to the findings above, this study has similarities and differences. There are those who focus on strategy, there are those who focus specifically on perception, and there are those who focus on the problems faced by teachers in implementing the Kurikulum Merdeka, but in this study the researcher only focused on the teacher's barriers in implementing the Kurikulum Merdeka in English subjects.

B. Concept of Teacher

1. Definition of Teacher

Teachers are educators who are in the school environment. In a simple sense, the teacher is a person who imparts knowledge to students. According to (Ahmad Barizi & Muhammad Iddris, 2010) the teacher or educator acts as a guide in carrying out the teaching and learning process. Provide conditions that allow students to feel comfortable and confident that the skills and achievements achieved will receive appreciation and attention so as to increase the achievement motivation of their students. Law No. 14 of 2005 concerning teachers

and lecturers defines teachers as: "professional educators with the task of primarily educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education and secondary education.

So the task of the teacher apart from providing knowledge as well provides education in the field of morals to students as mentioned in the law above. Society will see how the attitude teacher's daily actions, whether there is something exemplary or not, whether it can be used as a role model or not. How teachers improve services, providing encouragement and direction to their students, and how teachers dress, talk, and get along with their students, or friends - friends in social life, often become public attention. Teachers are elements of the state apparatus and servants Country.

Therefore the teacher needs to know the policies government in the field of education, so that it can implement government policy provisions. For that, everything is set in Indonesian teacher code of ethics. Thus the teacher is expected to be able serving the country as a noble educational profession. Teacher A devoted teacher is a teacher who is able to shape students with a soul pancasila. This basis contains several principles that must be understood a teacher in carrying out his duties, namely the goals of national education.

The goals of national education can be read in Law no. 2/1989 about the national education system, namely forming a complete human being with the spirit of Pancasila, in addition to teaching knowledge and

development intellectually, the teacher must also pay attention to moral, physical development spiritual and others in accordance with the nature of education. Essence Education in this case is a conscious effort to develop personality and ability/expertise in harmonious organic unity dynamic, inside and outside of school that lasts a lifetime (Andriani Purwastuti, 2002)

2. **Kind of Teacher**

The narrower definition is that the teacher is a person whose job is teaching or giving lessons at school or inside class (Idris, 2010: 142). Meanwhile, in the Big Indonesian Dictionary, a teacher is a person whose job (livelihood, profession) teach.

a. Teacher Duties and Responsibilities

The task of educating teachers is related to the transformation of values and personal formation, while the task of teaching is related to transformation of knowledge and skills to students. According to (Suciati, 2009), aspects of achievement as a result of educational activities and teaching includes cognitive/thinking, affective/feeling aspects or emotional and psychomotor aspects. In law No. 14 of the year 2005 concerning teachers and lecturers article 20, the teacher's duties are:

1) Planning learning, carrying out the learning process quality, as well as assessing and evaluating learning outcomes.

2) Improving and developing academic qualifications and competencies continuously in line with the development of science, technology and art.

3) Act objectively and non-discriminatively on the basis of species considerations gender, religion, ethnicity, race, and certain physical conditions, or background family, and socioeconomic status, students in learning. In this case, attention is given fairly without any differences. Attention here is not a function, but namely observation, perceptions, fantasies, memories, and thoughts. So, the function gives possibility and embodiment of activity. (Soemanto, 2003)

4) Uphold the laws and regulations, law and code of ethics teachers, as well as religious and ethical values.

5) Maintaining and fostering national unity and integrity. Teacher have a responsibility, which is where the responsibility is not only convey ideas, but the teacher also becomes a representative of a creative way of life, a symbol of peace and serenity in a world of anxiety and persecution. Therefore, teacher is the guardian of civilization and the protector of progress (Siswoyo, 2007:133). Teachers are essentially challenged to assume responsibility moral responsibility and scientific responsibility. In moral responsibility, teachers can provide values that are upheld by society, the nation and the State in person. While scientific

responsibility is related to the transformation of knowledge and skills accordingly recent developments.

b. Teacher Competency

In accordance with the material criteria and teaching materials, the teacher must have certain competency qualifications in accordance with the field of duty and ultimately produce qualified graduates. According to the opinion of (Karwati, 2014) classify that there are four competencies that must be possessed by teachers namely, a) pedagogic competence, b) personality competence, c) social competence and, d) competence professional.

1) Pedagogic Competence

What is meant by pedagogical competence is ability managing learning that includes understanding of participant's students, design and implementation of learning, evaluation of learning, and development of students for actualize its various potentials. So deep relation to the influence of the teacher's role on skills development namely the ability of SBK teachers in teaching arts and skills students through learning planning such as giving theory as well evaluation that is veiled in teaching and learning activities in class, either directly or indirectly.

2) Personality Competence

It is the condition of the teacher as an individual who has personality steady as an example of an authoritative educator. As for This personality competency includes various aspects, namely

having personality as an educator who deserves to be emulated, and has an attitude and leadership skills in character interactions democracy in protecting students. So in relation with the influence of the teacher's role in the development of arts and skills namely in providing guidance, teachers must have skills which can be used as role models by students in the class. In other words, the good personality of a teacher in teaching, will have an effect good for the students they teach.

3) Professional Competence

It is the mastery of broad science and technology material and in-depth about the field of study or subjects to be studied given to students using an instructional system and appropriate learning strategies. This professional competence includes; 1) Mastery of learning material or field of study covers science, technology and art in slices and practical; 2) Mastery of teaching knowledge and abilities implement them effectively; 3) Mastery of knowledge about how and learning process and able to guide students effectively quality; 4) Have professional knowledge and understanding about the behavior of individuals and groups in the period of development and able to implement it in the learning process for the benefit learners, including guidance activities; 5) Mastering knowledge adequate social and general knowledge; 6) Master the ability to evaluate the results or learning achievements of students in an effective manner objective. So, in relation to the

influence of the teacher's role on moral development as previously explained, namely is the mastery of broad science and technology material and in-depth about the field of study or subjects to be studied given to students using an instructional system and appropriate learning strategies in providing coaching those morals.

4) Social Competence

Its relation to the influence of the teacher's role on moral development is the ability of the teacher as part of a social group who is able to communicate effectively and efficiently with participants students, fellow teachers, parents or guardians of students and the community about providing moral education. The aspects in this competency include; (1) Have commendable behavior with attitude and a pleasant personality in the association at school and public. (2) Have the ability to respect and appreciate other people, especially students with strengths and weaknesses each. (3) Have noble morals in accordance with the religion embraced.

Of the four competencies above, personality competencies are the most important directly related to the moral formation of students. Teacher must be a role model and give a good example from all sides to students because what we provide can be imitated by students.

C. **Concept of Kurikulum Merdeka**

1. **Definition of Kurikulum Merdeka**

Curriculum is a structured educational plan shaded by schools and educational institutions, which are not focused on the process of teaching and learning, but rather to shape personality and improve standard of living of students in the community. (Bahri, 2017) Curriculum is not only limited to the field of study contained therein and learning activities course, but includes everything that affects the development and personal formation of learners in accordance with educational goals will be achieved so as to improve the quality of education. (Fatih et al., 2022)

Curriculum renewal is very influential in the learning process because with the renewal then the process, model, or learning method will be more effective and efficient, and will experience progress in use to improve the quality of education in Indonesia to make education in Indonesia is getting better. Curriculum should be updated to suit the times, especially today's science and technology information has grown increasingly massive and uncontrollable. Changing Curriculum in Indonesia is a fairly big change in the world of education. At this time, the independent learning curriculum is only be used as an option in the world of education, because the Ministry of Education and Culture is currently conduct socialization first so that this Kurikulum Merdeka can become national curriculum. So that this independent learning

curriculum does not have to be applied in all schools. (Rahmadhani et al., 2022)

2. **Implementation of Kurikulum Merdeka**

Minister of Education and Culture Nadiem Anwar Makarim launched a new curriculum, namely the Kurikulum Merdeka. This curriculum has a variety of intracurricular learning whose content is more optimal so that students have enough time to explore concepts and strengthen competence. Teachers are given the freedom to choose their own teaching devices to adapt learning to the learning needs and interests of students. Schools are given three options in implementing the Kurikulum Merdeka in the 2022/2023 academic year, including implementing part of it without erasing the old curriculum, implementing it using prepared teaching media, and implementing it by developing teaching tools independently.

The Pancasila student profile is a reference in the learning process in the Kurikulum Merdeka. This is done to produce graduates who are competent and uphold the values of Pancasila. Learning carried out in the Kurikulum Merdeka must be able to produce projects or what we know as project based learning.

According to data from the Ministry of Education and Research and Technology in the 2022/2023 school year, there are already 143,265 schools that use the Kurikulum Merdeka. In its application, the Kurikulum Merdeka can make the learning atmosphere more comfortable where teachers and students can have more relaxed

discussions, learning can be done anywhere, and form self-confidence, independence, intelligence. "The main assumption of independent learning is giving trust to the teacher so that the teacher feels free in carrying out learning" (Cahyati & Kusumah, 2020)

Teachers are given the freedom to make assessments on the Kurikulum Merdeka. The National Examination (UN) was abolished and replaced with a Minimum Competency Assessment and a Character Survey. Schools are given full authority regarding the administration of the National Based School Examination (USBN). Learning Implementation Plans (RPP) are simplified into teaching modules. The zoning system is stipulated in the Kurikulum Merdeka for the acceptance of new students. Simple and deep are the hallmarks of the Kurikulum Merdeka. Learning is presented according to the phases of students which are focused on essential knowledge and developing students' abilities so that learning activities are more meaningful, fun, and not rushed. To make it easier for teachers to develop teaching practices, many learning references have been provided in the Merdeka Platform.

Perceptions between a teacher and another are certainly different, this is influenced by various factors both external and internal. From external factors, a teacher's perception of classroom action research is influenced by limited funds for conducting research, limited reading sources or references to support classroom action research, lack of training programs for teachers on classroom action research, limited

access to present research results, and the absence of forum for presenting the results of the classroom action research. Internal factors that influence teachers include the teacher's lack of motivation to develop a classroom action research due to the teacher's lack of knowledge about the basic theory of classroom action research, the teacher's lack of understanding to develop hypotheses, the teacher's lack of understanding in collecting data and analyzing.

3. **Characteristics of Kurikulum Merdeka**

The Kurikulum Merdeka is a tool that can be used to prepare learners for future challenges. It provides space for learners to explore and maximize their potential. The Kurikulum Merdeka is based on the objectives of the National Education System and the National Education Standards. In addition, it is also based on the development of the Pancasila learner profile of learners.

a) Project and Character Based

Learning focuses more on acquiring knowledge through practicum or experimentation. The term is "learn by doing". So students do not just memorize a concept, but get involved to observe a phenomenon about a concept. This learning will make children learn meaningfully. Learning models that are often used will be discovery or solution-based such as:

1) Inquary

2) Problem Based Learning (PBL)

3) Project Based Learning (PjBL)

4) Discovery Learning (DL)

Experiments and projects will hone students' soft skills such as communication, cooperation, leadership, critical thinking, and time management. The cultivation of the Pancasila learner profile character occurs implicitly. Including in the learning process. Of course, being proficient in various things without being balanced with the right attitude will not provide benefits to the general public. It is expected that students behave in accordance with the values of Pancasila, with six main characteristics:

1) Believing, fearing God, and having noble character.

2) Global diversity

3) Mutual cooperation

4) Independent

5) Critical reasoning

6) Creative

Learners have the opportunity to study important issues such as sustainable lifestyles, tolerance, mental health, culture, entrepreneurship, technology, and democratic life. Later learners will be trained to take concrete actions in response to these issues.

b) Focus on Essential Materials

All subject matter is important to learn. However, the learning time available at school is very limited. So it would be better if we focus on the most useful essential material. Students

will have enough time to explore basic competencies such as literacy and numeracy.

1) Literacy is the ability to analyze reading and understand the concepts behind the writing

2) Numeracy is the ability to analyze using numbers

Both competencies will often be used by learners in everyday life, regardless of their profession in the future. The teaching materials listed in the Kurikulum Merdeka are fewer but the discussion is in-depth. Of course it is better like this than learning a lot of things but easily forgotten because of lack of depth. In each teaching material there are essential questions that will actually guide students to know the things that will be learned. These questions are expected to be answered by students according to their learning experience.

c) Flexibility for Teachers and Students

Teachers can conduct differentiated learning according to the abilities of their respective students. Of course, every child's ability is different. The teacher's job is to assess the learners' initial competence and facilitate it. If the majority of students have kinesthetic learning styles then learning is dominated by demonstrations or experiments. If there are students who have less ability, the teacher can ask other students to become peer tutors. At the senior secondary level, students can choose the subjects they are interested in. The subjects chosen are related to their aspirations.

For example, if a student wants to become a civil engineer, he will choose Physics and Mathematics.

4. Differences Between The 2013 Curriculum and The Kurikulum Merdeka

The curriculum is something that is designed and arranged to facilitate learning and teaching activities guided and accounted for by schools and educational institutions as well as teachers. So that for the implementation of the curriculum it is very necessary to have good cooperation between the government, educational institutions and the community. The existence of this cooperation so that there is no quality in the teaching and learning process. The low quality in teaching and learning activities is due to the influence of several factors. The most important factor because it is influenced by a learning that has not been able to create a quality learning process. The results of education have also not been supported by an institutionalized and independent testing and assessment system so that frequent changes in the curriculum.

The curriculum in Indonesia cannot be denied that so frequent changes are always directed in a balanced effort to improve the national education system. The change is based on the absence of a change in the aspect of education that is felt to have not reached the desired expectations. Therefore, the revision and change and improvement of the education curriculum must be carried out regularly for the formation of a superior generation and character in the future (I. G. Santika, N. Suarni, 2022)

The competency-based curriculum focuses on the acquisition of certain competencies for students. Therefore, this curriculum contains several competencies and various learning objectives that are made in various forms, so that what is achieved can be seen in the form of student characteristics or skills as a reference for success. The teaching and learning process requires a direction in order to help students understand at least the minimum level of competence, so that students can achieve the goals that have been set in accordance with the concept of complete learning and talent development. All students must be given the opportunity to achieve a goal in learning activities according to the skills that students have. The most specific theme in curriculum 13 is to produce productive, creative, innovative, effective human beings, through an integrated observation of attitudes, skills and understanding.

Learning in the 2013 curriculum has differences that make its own characteristics from the curriculum that has existed before. The form of curriculum 13 is a learning approach that uses a scientific approach and integrative thematic, which graduates students covering aspects of attitude, knowledge and skills and evaluation that uses an authentic assessment (Sulistiawan et al., 2017). In learning Indonesian, teachers use core competencies one, two, three and four in K 13 before the revision. Teachers used the core competencies and basic competencies before the revision. It is different from the Kurikulum Merdeka where teachers only give instructions to students.

This Kurikulum Merdeka was created for an easier curriculum and its focus on essential material and development of student character. The characteristics or objectives of this curriculum to support healing in learning the characteristics of this curriculum are 1) project-based learning activities to develop soft skills and traits in accordance with the Pancasila learning profile. 2) focusing on essential material so that students have a lot of time in learning, especially numeracy and literacy. 3) makes learning more flexible for teachers to carry out differentiated learning activities according to students' abilities and make adjustments to the context and local content.

The existence of an Kurikulum Merdeka can be a hope so that it can improve learning competencies in educational institutions again because it is based on student needs. The implementation of the Kurikulum Merdeka makes a learning resource that matures a teacher's pedagogical, social and character competencies. The existence of this curriculum is a hope so that it can overcome the crisis in learning activities. With the overhaul of the curriculum, it is hoped that it can be a hope for a safe, inclusive and fun school. The implementation of the Kurikulum Merdeka in teaching and learning activities must provide fun and innovative activities so that learning activities can foster positive student attitudes in learning.

There are 3 concepts that focus on this curriculum, namely having commitment and has learning objectives that must be in accordance with needs, interests, and aspirations. For the Kurikulum

Merdeka, it also applies what is called the Pancasila Lesson Profile strengthening project. This Pancasila Lesson Profile strengthening project is a project-based learning activity. Which has goals and dimensions to be able to realize the Pancasila Lesson Profile. With these activities, schools can prepare specific themes that can be determined by the ability of the school itself. To implement project-based activities can be through habituation activities or a practice-based learning activity which in these activities applies Pancasila lesson profile learning.

a) faith, fear of God Almighty and have noble character,

b) global diversity,

c) mutual cooperation,

d) independence,

e) critical reasoning, and

f) creativity.

The application of Pancasila Profile learning can also be applied in Indonesian language subjects. The application of the Pancasila Student Profile values is so important for strengthening student character (Amir et al., 2022)

These differences follow subject units, learning hours, learning implementation, learning strategies and the process of assessing graduation competency standards, etc. Curriculum 13 has a clear goal to shape the character of the nation while the objectives of the Kurikulum Merdeka lessons are presented in learning outcomes (CP).

The Kurikulum Merdeka also has assessment assessments, namely non-cognitive and cognitive, where non-cognitive is shown for assessment outside of learning while cognitive is an assessment in terms of knowledge (Sari, et al., 2023)

5. **Barriers to Impelementing Kurikulum Merdeka**

Driving schools are schools that have a moving spirit that wants to make a change. The driving school is required to build a digital school concept in the implementation of the teaching and learning process of teaching and learning activities. The curriculum used in the driving school is the Kurikulum Merdeka which is a curriculum created by our Minister of Education Nadiem Mukarim where in the Kurikulum Merdeka gives students freedom to export their abilities and interests. curriculum gives students freedom to export their abilities and interests. By using the Kurikulum Merdeka, the changes are felt in the school. as much as possible, as well as knowing more about students' interests, talents, needs and abilities.

The learning process of the Kurikulum Merdeka at the driving school refers to the profile of Pancasila students which aims to produce graduates who are able to be competent and uphold character values. In implementing curriculum in the driving school is not as easy as turning the palm of the hand, there are many barriers that are passed, especially instilling interest from school members to want to move forward towards change. The principal as a school leader must be able to mobilize, direct, and inspire teachers to want to change towards the

inspire teachers to want to change towards better education. In addition, good cooperation between good cooperation between teachers, principals, offices, parents and related parties so that the implementation of the Kurikulum Merdeka in the driving school can be realized. curriculum in the driving school can be realized optimally (Rahayu et al., 2022).

The existence of facilities and infrastructure is also very supportive of the successful implementation of the implementation of the Kurikulum Merdeka in the driving school. Complete facilities and infrastructure are very supportive of implementation of the Kurikulum Merdeka in the driving school, especially in the availability of IT equipment. The school The driving school gets funding assistance to complete the availability of infrastructure that supports learning during the driving school program. learning during the driving school program. For books in the Kurikulum Merdeka have been prepared by the Ministry of Education and Culture, the teacher only has to develop them. In its implementation, it is undeniable that will involve various learning platforms as learning media, because the driving school is the beginning of a change towards digitalization of schools the beginning of change towards school digitalization (Patilima, 2022)

D. Conceptual Framework

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┌─────────────────────────────┐
│      Kurikulum Merdeka       │
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               ▼
┌─────────────────────────────┐
│      Implementation by       │
│           Teacher            │
└─────────────────────────────┘
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               ▼
┌─────────────────────────────┐
│          Barriers            │
│                              │
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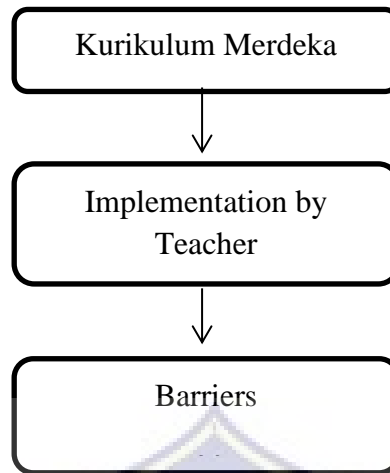
Figure 2.1 Conceptual Framework

The figure shown above outlines and explains the steps required in conducting research analysis. The observed variable is the Kurikulum Merdeka, this is used by teachers to understand the philosophy and objectives of the Kurikulum Merdeka so that they can foster a shared vision. however, some teachers still reject the new curriculum because of the shift from the traditional teaching approach. so this study only focuses on teacher barriers in implementing the Kurikulum Merdeka.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher used descriptive qualitative research, which means the type of research to determine the responses of person exposed to a situation previously analyzed by the researcher. Because this research was to explore deeper information related to teacher constraints in the implementation of the Kurikulum Merdeka. This was a systematic method to describe and give explanations so that data collection would be analyzed properly.

B. Subject of the research

The researcher focused on two English teachers. The criteria for selecting teachers were teachers who implementing the Kurikulum Merdeka. The data previously obtained by researcher when the researcher conducted pre-interview that the certain createria so that teachers as subject in this study.

C. Research Instrument

Research Instrument that used in this research was Interview and Observation :

1. Interview

Interview was an activity to obtain in-depth information about an issue or theme raised in the research. The researcher prepared six questions for the teacher, and the researcher used a voice recorder in the interview to collect data. The recording device serves to record conversations and things that the interviewee may want to convey off the record.

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2. Observation

The observation carried out was an observation that only focused on the teacher during the learning process. Researcher made observations to find out the situation in learning activities in the classroom. Furthermore, the researcher made field notes in the form of an observation checklist to collect data during the observation. This research tool used field notes as a tool to record English language acquisition activities during classroom observations. The following is a table of field notes displayed. Field notes are the researcher's description of the activities, interactions, and actions seen in the field as well as the researcher's impression of the teacher.

D. Data Collection Techniques

The data collection techniques used in this research were observation, interview and documentation.

1. Observation

Observation or observation is a data collection process carried out by the author. There are several reasons why in qualitative research observation is needed, namely as follows:

a. This retrieval technique is based on direct experience.

b. The observation technique also allows seeing and observing for yourself then recording behaviour and events as they occur to English teachers in implementing the Kurikulum Merdeka at SMAN 6 Bulukumba.

c. Observation allows the researcher to record events in situations related to propositional knowledge as well as knowledge of the English teachers at SMAN 6 Bulukumba.

d. Observation technique enables the researcher to understand the complicated situations as well as the barriers faced by the English teachers at SMAN 6 Bulukumba. In this study, the researcher will conduct observation at SMAN 6 Bulukumba.

In this case, the researcher will observe the activities conducted by the English teachers at SMAN 6 Bulukumba.

2. Interview

Interview is a data collection technique through in-depth interviews with informants. interviews conducted in this research are in-depth interviews and guided interviews. Data collection with guided interviews is based on a list of questions that have been provided in advance. While free and in-depth interviews are questions that are not prepared in advance to the English teachers at SMAN 6, but questions that arise after the research is done in the field or at SMAN 6 Bulukumba.

E. Technique of Data Analysis

Following the interview and observation, the researcher conducted an analysis of the data using the notes from the interview and the observation. In various steps, all of the acquired data be examined. In conducting data analysis in qualitative research, there are three steps, The information is described as follows:

1. Data Reduction

   Data reduction was defined as the process of selecting, focusing on simplifying, abstracting, and transforming the rough data that emerges from written notes in the field. Data reduction takes place continuously throughout the qualitative research-orientated project. The anticipation of data reduction was already apparent when the researcher decides (often without fully realising it) on the conceptual framework of the research area, the research problem, and which data collection approach to choose. During data collection, further stages of reduction took place (summarising, coding, tracing themes, creating clusters, partitioning, making memos). This data reduction/transformation continues after fieldwork, until the final report is complete. Data reduction was part of the analysis. Data reduction is a form of analysis that sharpens, classifies, directs, discards unnecessary, and organises data in such a way that final conclusions can be drawn and verified. With data reduction the researcher does not need to interpret it as quantification. Qualitative data would be simplified and transformed in a variety of ways, namely: through rigorous selection, through summary or brief description, classifying it in a broader pattern, and so on. Sometimes it is also possible to convert data into numbers or rankings, but this is not always wise.

2. Data Presentation

    (Miles & Huberman, 1994). limit a presentation as a set of organised information that gives the possibility of drawing conclusions and taking action. They believe that better presentations was a primary means of valid qualitative analysis, which include: various types of matrices, graphs, networks and charts. They are designed to combine organised information in a cohesive and accessible form. Thus an analyser would see what is going on, and determine whether to draw the right conclusions or continue with the analysis that the presentation suggests might be useful.

3. Drawing Conclusions

    Drawing conclusions according to (Miles & Huberman, 1994). is only part of an activity of a complete configuration. Conclusions was also verified throughout the research. Verification may be as brief as a thought that passes through the mind of the analyst (researcher) as he writes, a review of the field notes, or it may be as thorough and laborious as revisiting and brainstorming among peers to develop intersubjective agreement or as extensive as efforts to place a copy of a finding in another set of data. In short, the meanings that emerge from other data must be tested for truth, robustness, and compatibility, which is validity.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the research findings and discussion. The research findings here discussed by present the data from observation and from the data interviews. in addtion, the discussion is described the findings in details about the English Teachers' barriers in implementing Kurikulum Merdeka at SMAN 6 Bulukumba.

A. Findings

Based on research conducted by researcher at SMAN 6 Bulukumba, that the implementation of Merdeka Belajar Curriculum at SMAN 6 Bulukumba has started running for about two years but the implementation is still carried out in stages, namely only applied to class X and class XI while XII, still applies the 2013 Curriculum. According to one of the English teachers at SMAN 6 Bulukumba as a new thing, of course there are several barriers faced by teachers, especially English teachers in implementing the Kurikulum Merdeka at SMAN 6 Bulukumba such as: 1. Barriers regarding the Physical Readiness of English Teachers in Implementing the Kurikulum Merdeka, 2. Barriers regarding the Psychological Readiness of English Teachers in Implementing the Kurikulum Merdeka, 3. Barriers regarding the Financial Readiness of English Teachers in Implementing the Kurikulum Merdeka, 4. Barriers to English Teachers in applying technology to the Kurikulum Merdeka at SMAN 6 Bulukumba.

This Kurikulum Merdeka emphasises the development of essential materials and skills for learners at all stages of learning. The aim is for students to deepen their learning in a meaningful, enjoyable and unhurried way. Learning on this programme is more relevant and interactive through project activities, providing more opportunities for students to actively explore real-world issues such as environment, health, and other issues to support the development of character and skills in the Pancasila student profile. One of them is the implementation of the Pancasila Student Profile with Project Based Learning. The aim of this approach is to strengthen students' literacy, numeracy and knowledge skills in every subject, especially in English. The stage or level of development refers to the learning outcomes (LP) that students will achieve, adjusted to the characteristics, potential and needs of each student. The Kurikulum Merdeka is no longer required to achieve an overall minimum score, but more emphasis is placed on quality learning in the preparation of human resources (HR). learning planning, implementation and evaluation As the programme is new and stakeholders may be confused about its implementation, problems may arise.

1. **Barriers regarding the Physical Readiness of English Teachers in Implementing the Kurikulum Merdeka**

The physical readiness of English teachers in implementing the Kurikulum Merdeka at SMAN 6 Bulukumba was revealed by Mrs Sindarwati, S.Pd., Gr as one of the English teachers at SMAN 6 Bulukumba as follows:

> *"Untuk kesiapan fisik, insyaallah semuanya sehat akan tetapi tetapi ada beberapa guru-guru kami sudah tergolong tua tetapi pada data riwayat kesehatan guru dan tenaga pendidik semua guru Bahasa inggris di SMAN 6 Bulukumba masih memiliki latar belakang medis yang baik"(wcr. ibu Sindarwati, S.Pd.,Gr, 2023).*

> ("For physical readiness, God willing, all of them are healthy but there are some of our teachers who are relatively old but in the data on the health history of teachers and educators all English teachers at SMAN 6 Bulukumba still have a good medical background") (wcr. Ibu Sindarwati, S.Pd., Gr, 2023).

In the interview, Mrs Sindarwati, S.Pd., Gr also revealed that she was in good health and had no health problems that did not interfere with the teaching and learning process.

2. **Barriers Regarding the Psychological Readiness of English Teachers in Implementing the Kurikulum Merdeka.**

Psychological readiness can be seen from the teacher's interest and motivation regarding the implementation of the Kurikulum Merdeka. Mrs Sindarwati, S.Pd., Gr. expressed readiness related to her interest and motivation in implementing the Kurikulum Merdeka as follows:

> *"Kurikulum Merdeka sangatlah bagus diterapkan di sekolah-sekolah ketika guru betul-betul paham tentang konsep struktur dan kebijakan dalam Kurikulum Merdeka ini. Namun terkadang yang menjadi hambatan dalam pengimplementasian kurikulum ini adalah masih kurangnya refrensi dan hambatan lainnya terletak pada modul ajarnya serta bagaimana cara guru memahami karakter dari setiap siswa. Yang menjadi minat saya sebagai guru bahasa inggris di SMAN 6 Bulukumba dalam mengimplementasikan Kurikulum Merdeka itu saya selalu berpikir positif dan happy dengan adanya perubahan kurikulum ini apalagi dalam Kurikulum Merdeka belajar guru tidak dituntut oleh kurikulum,guru tidak dituntut untuk menyelesaikan materi tetapi dalam Kurikulum Merdeka ini bagaimana guru menyelesaikan materi sesuai dengan kebutuhan peserta didik, karena perubahan itu pasti diharapkan memperbaiki system pendidikan untuk lebih baik. kemudian untuk motivasi saya adalah rasa keinginan ingin maju dan memperbaiki system pendidikan" (wcr. Ibu Sindarwati, S.Pd.,Gr, 2023).*

> ("The Kurikulum Merdeka is very good to be implemented in schools when teachers really understand the concept of structure and policies in this Kurikulum Merdeka. However, sometimes the obstacle in implementing this curriculum is the lack of references and other barriers lie in the teaching module and how the teacher understands the character of each student. What interests me as an English teacher at

SMAN 6 Bulukumba in implementing the Kurikulum Merdeka is that I always think positively and am happy with this curriculum change, especially in the Kurikulum Merdeka, teacher learning is not required by the curriculum, teachers are not required to complete the material but in this Kurikulum Merdeka how teachers complete the material according to the needs of students, because the change is definitely expected to improve the education system for the better. then for my motivation is a sense of desire to progress and improve the education system "). (wcr. Ibu Sindarwati, S.Pd., Gr, 2023)

Interest and motivation in implementing the Kurikulum Merdeka was also expressed by Mrs St. Syamsia, S.Pd. as follows:

"Awalnya agak bingung karena baru memahami kurikulum 13 kemudian ganti lagi ke Kurikulum Merdeka. awalnya kesannya jiwanya agak menolak karena diusia ini tidak sama dengan yang fresh graduate. Tetapi karena adanya tuntutan saya harus berusaha dan mau untuk belajar karena dengan itu kita dapat menyampaikan kepada anak-anak dengan baik (wcr. ibu St. Syamsia, S.Pd. 2023).

("At first it was a bit confused because I had just understood curriculum 13 and then changed again to the Kurikulum Merdeka. at first the impression was that his soul was a bit rejecting because at this age it was not the same as fresh graduates. But because of the demands I have to try and be willing to learn because then we can convey it to the children well") (wcr. Mrs St. Syamsia, S.Pd. 2023).

Based on interviews with the second English teacher, Mrs St. Syamsia, S.Pd. at SMAN 6 Bulukumba also expressed the same core regarding her interest in implementing the Kurikulum Merdeka, namely a sense of excitement and curiosity about the new curriculum changes. Although there are several barriers such as not fully understanding the implementation of the Kurikulum Merdeka. Furthermore, what motivates Mrs St. Syamsia, S.Pd. as one of the English teachers at SMAN 6 Bulukumba is a demand, a desire for progress and improvement in the education system, and increasing self-competence to be able to convey it to students properly. Based on this summary, it can be concluded that English teachers at SMAN 6 Bulukumba have good psychological readiness based on their interest and motivation in implementing the Kurikulum Merdeka despite experiencing various barriers in implementing this Kurikulum Merdeka.

3. Barriers Regarding the Financial Readiness of English Teachers in Implementing the Kurikulum Merdeka

Financial readiness is something that must be prepared in terms of facilities and infrastructure to support the implementation of the Kurikulum Merdeka at SMAN 6 Bulukumba. The financial readiness at SMAN 6 Bulukumba was revealed by Mrs Sindarwati, S.Pd., Gr and Mrs St. Syamsia, S.Pd. as follows:

> *"Tidak ada pesiapan khusus dalam menyambut kurikulum baru, dan kami belum memiliki sarana prasarana yang lengkap. Untuk sarana di kelas, kami belum memiliki WIFI di setiap kelasnya jadi terkadang guru menggunakan data internet sendiri, kemudian untuk proyektor,sound system itu sudah tersedia penggunaanya tergantung dari gurunya sendri mau menggunakan seperti apa , sound system, dan lain sebagainya. mengenai prasarana kami memiliki ruang kelas yang cukup menampung seluruh siswa, akan tetapi mengenai Lab itu masih kurang seperti Lab Bahasa yang dimana kegiatannya masih berlangsung di dalam kelas . meskipun Sarana dan prasarana kami belum lengkap sekali tetapi sarana dan prasarana yang tersedia terawat dan dalam kondisis baik, sehingga insyaalloh Sebagai guru terkhususnya kami sebagai guru bahasa Inggris sudah siap untuk menggunakan dalam proses belajar mengajar"(wcr. Ibu wawancara ibu Sindarwati, S.Pd.,Gr dan ibu St. Syamsia, S.Pd. 2023).*

> *(* "There is no special preparation in welcoming the new curriculum, and we do not yet have complete infrastructure. For facilities in the classroom, we do not yet have WIFI in each class so sometimes teachers use internet data themselves, then for the projector, the sound system is already available for use depending on what the teacher wants to use, the sound system, and so on. regarding infrastructure we have enough classrooms to accommodate all students, but regarding the Lab it is still lacking such as the Language Lab where activities still take place in the classroom. Although our facilities and infrastructure are not very complete, the facilities and infrastructure available are well maintained and in good condition, so God willing, as teachers, especially us as English teachers, we are ready to use them in the teaching and learning process "). (wcr. Interview mother Sindarwati, S.Pd., Gr and Mrs St. Syamsia, S.Pd. 2023).

Financial readiness in the form of facilities and infrastructure was also expressed by Mrs St. Syamsia, S.Pd. as follows:

> *"untuk sarana dan prasarana sekolah kami sudah cukup lengkap, jadi Kami selaku guru Bahasa Inggris Harus siap dalam mengimplementasikan Kurikulum Merdeka"(wcr.Ibu St. Syamsia, S.Pd., 2023).*

> ("Our school facilities and infrastructure are quite complete, so we as English teachers must be ready to implement the Kurikulum Merdeka" (wcr.Mrs St. Syamsia, S.Pd., 2023).

This is in accordance with what was observed by the researcher. Each class does not yet have WIFI in each class so sometimes what becomes an obstacle for teachers and students is that teachers still use personal internet data, then regarding projectors and LCDs, sound it depends on how the teacher uses it, for classrooms there are classes to accommodate all students, but regarding the lab it is still lacking such as the Language Lab. Although the facilities and infrastructure are not totally complete, all facilities and infrastructure are in good condition and well maintained so that there is no reason to hinder the process of implementing the Kurikulum Merdeka and support the success of teachers in teaching. (obs, 08/09/2023)

4. **English Language Teachers' Barriers in Applying Technology to the Kurikulum Merdeka**

The barriers in applying the Kurikulum Merdeka were revealed by Mrs Sindarwati, S.Pd., Gr. and Mrs St. Syamsia, S.Pd. As an English teacher at SMAN 6 Bulukumba. Mrs Sindarwati, S.Pd., Gr. confirms the barriers in the application of technology in implementing the Kurikulum Merdekaas follows:

> *"Karena diKurikulum Merdeka ini dibebaskan ya, jadi terkadang bingung. Harus dibuat seperti apa untuk kegiatan-kegiatan projek yang akan digunakan baiknya seperti apa karena terkadang peserta didik tidak memiliki sarana yang dibutuhkan oleh guru pada saat proses pembelajaran berlangsung dikelas. Sehingga sangat menguras pikiran dan khawatir waktunya cukup atau tidak dan kira-kira anak-anak dapat mengikuti atau tidak tetapi untuk menjadi guru kreatif kita tidak boleh*

kehilangan akal jadi cara saya selaku guru bahasa inggris dalam mengaplikasikan teknologi dalam pengimplementasian Kurikulum Merdeka yaitu dengan cara meminta peserta didik menghasilkan karya sesuai bakat dan minat mereka maka dari itu saya menerapkan pembelajaran berdiferensiasi yaitu memberikan kebebasan kepada peserta didik untuk berkarya sesuai dengan kemapuan mereka seperti ketika saya mengajarkan teks yang berbentuk naratif nah peserta didik ini bisa tampil secara langsung ketika mereka tidak bisa mengampilkasikan teknologi yang mereka miliki dan ada juga peserta didik yang membuat video dengan gambar bercerita,komik dan ada yang membuat short drama kemudian mereka filmkan" (wcr. Sindarwati , S.Pd.,Gr. 2023).

("Because the Kurikulum Merdeka is free, so sometimes I am confused. What kind of project activities should be used because sometimes students do not have the tools needed by the teacher during the learning process in class. So it is very draining on the mind and worrying about whether the time is enough or not and whether the children can follow or not but to be a creative teacher we must not lose our minds so my way as an English teacher in applying technology in implementing the Kurikulum Merdeka is by asking students to produce works according to their talents and interests, therefore I apply differentiated learning, namely giving students the freedom to work according to their abilities, such as when I teach texts in the form of narratives, these students can perform directly when they cannot display the technology they have and there are also students who make videos with storytelling images. comics and some make short dramas then some make short dramas, comics and some make short dramas and then they film them") (wcr. Sindarwati, S.Pd, Gr. 2023).

Another obstacle was expressed by Mrs St. Syamsia, S.Pd. in the interview as follows:

" Terkadang Saya masih kurang paham karena pelatihannya yang bersifat online dan diumur saya yang tidak muda jadi cukup sulit untuk meluangkan waktu dan menonton video-vidio di merdeka mengajar maupun di youtube"(wcr. St. Syamsia, S.Pd, 2023).

("Sometimes I still don't understand because the training is online and at my age it is quite difficult to take the time and watch videos in independent teaching or on YouTube") (wcr. St. Syamsia, S.Pd, 2023).

"Kendalanya mungkin rapotnya, karena rapot dari pemerintah ada E raport dan kita masih proses belajar, tetapi untuk raport sekolah tidak ada kendala yang parah karena setiap bulannya kita juga ada raport bulanan,kemudian uts dan uas. Kemudian buku pegangan siswa yang masih belum lengkap sehingga sedikit menghambat proses pembelajaran"(wcr. Ibu St. Syamsia, S.Pd 2023).

("The obstacle may be the report card, because the report card from the government has an E report card and we are still in the learning process, but for the school report card there are no severe barriers because every month we also have monthly report cards, then uts and uas. Then the student handbook is still incomplete so it hampers the learning process a little") (wcr. Mrs St Syamsia, S.Pd 2023.)

Based on these interviews, the barriers in applying technology in implementing the Kurikulum Merdeka are related to online training, module preparation, project activities, student suggestions, preparation of E Raport and student books.

B. DISCUSSION

Teachers in carrying out their professionalism as a specialised field of work that is carried out based on principles. In accordance with Article 7 of Law No. 14 of 2005 concerning the principles of professionalism, namely 1) having talent, interest, passion and idealism, 2) having devotion to improving the quality of education, faith, piety and noble character, 3) registering according to academic and professional titles, 4) having the required qualifications, 5) having responsibility, 6) having income according to work performance, 7) having the

opportunity to develop professionalism by learning, 8) having legal guarantees and 9) having a professional organization to regulate the professionalism of the teaching profession.

The Ministry of Education and Culture explains that the Merdeka Belajar Curriculum focuses on essential material and the development of student competencies in its phases so that students can learn more deeply, meaningfully, and enjoyably, and not in a hurry. Learning is much more relevant and interactive through project activities providing wider opportunities for students to more actively explore actual issues such as environmental, health, and other issues to support the development of character and competence of the Pancasila Student Profile. The aim of this teaching is to strengthen students' literacy and numeracy skills and knowledge in each subject. Phase or level of development means Learning Outcomes (CP) that must be achieved by students, adjusted to the characteristics, potential, and needs of students. In the Merdeka Belajar Curriculum, there is no longer a demand to achieve a minimum completeness value, but emphasises quality learning as Indonesian Human Resources (HR) ready to face global challenges. (Rahmadayanti & Hartoyo, 2022). In the process of implementing the Merdeka Belajar Curriculum, it will certainly cause problems in the process of planning, implementing, and assessing learning because this curriculum has just been implemented and surely the parties are still confused about its implementation, causing problems that occur in it.

Based on the research findings, English teachers at SMAN 6 Bulukumba have good educational qualifications where they have a bachelor's degree in

education, which means that they are in accordance with the principles of teacher professionalism, especially English teachers at SMAN 6 Bulukumba, namely having talent and interest as a teacher and having the required qualifications. English teachers at SMAN 6 Bulukumba also have enthusiasm in attending training related to the Kurikulum Merdeka and the school provides training held at the beginning of each semester related to how to implement the Kurikulum Merdeka which means that it is in accordance with the principle of having the opportunity to develop professionalism by learning and having devotion to improve the quality of education, faith, piety and noble character.

Teachers as the frontline in achieving successful curriculum implementation are required to have good competence. So that good teacher knowledge management is an indicator of readiness in curriculum implementation (Kongen & Jaya, 2019).

Based on the research findings, the barriers of English teachers in implementing the Kurikulum Merdekaat SMAN 6 Bulukumba based on four indicators of readiness are as follows:

a. Barriers regarding the physical readiness of English Teachers at SMAN 6 Bulukumba

b. Barriers regarding the psychological readiness of English teachers at SMAN 6 Bulukumba

c. Barriers regarding Financial Readiness of English Language Teachers at SMAN 6 Bulukumba

d. Barriers of English Teachers in the application of technology in Kurikulum Merdeka at SMAN 6 Bulukumba

Teachers as a professional field of work certainly have competencies that must be mastered. Based on the decision of the minister of education (Permendiknas) Number 16 of 2007, it explains that teachers must master several skills, namely pedagogical, personality, professional and social skills obtained through professional education. Of these skills, the pedagogic skills that a teacher must have are cognitive, which is the main competence that teachers must have as educators.

Based on the results of interviews with English teachers at SMAN 6 Bulukumba revealed that all teachers, especially English teachers, have understood the Kurikulum Merdeka but not yet as a whole. This incomplete understanding of teachers does not hinder the cognitive readiness of teachers, because teachers still have great enthusiasm to continue to improve their understanding in accordance with curriculum development and teachers, especially English teachers, always discuss and help each other between peers in understanding the Kurikulum Merdeka. This is in line with the opinion of Annisa Alfath et al (2022) that teachers in implementing the curriculum are required to improve skills in parallel with curriculum development.

The incomplete understanding of English teachers at SMAN 6 Bulukumba is caused by the lack of training held in a structured manner, namely training held by districts, sub-districts and villages before the implementation of the Kurikulum Merdeka and the ongoing improvement and evaluation of the Kurikulum Merdeka. This causes teachers to have to learn and implement the Kurikulum Merdeka simultaneously.

The incomplete understanding of teachers, especially English teachers at SMAN 6 Bulukumba, does not hinder the cognitive readiness of English teachers in implementing the Kurikulum Merdeka, efforts have been made by English teachers to make preparations, namely attending trainings or workshops both offline and online. Based on an interview with Mrs Sindarwati, S.Pd., Gr. explained that from the training the teacher was explained regarding the structure of the Kurikulum Merdeka and the preparation of teaching modules. Teachers are also required to continue learning by participating in training on the independent platform and videos on YouTube to prepare themselves to understand the Kurikulum Merdeka.

The second characteristic of learning, namely focusing on essential material, is evidenced by the selection of material tailored to the needs of students. then the last characteristic is flexible learning, as evidenced by the teacher always asking how the students are doing and what they want to learn at the beginning to provide opportunities for students to determine the learning they want. The learning that has been described is in accordance with the characteristics of the Kurikulum Merdeka stated by Kemdikbud (2022), that the characteristics of the Kurikulum Merdeka are project-based learning, providing material by focusing on essential material and being flexible.

The cognitive readiness of English teachers at SMAN 6 Bulukumba can also be seen from the teachers' understanding of assessment or assessment in the Kurikulum Merdeka in the answers to interviews by two English teachers at SMAN 6 Bulukumba where all teachers have understood that in the Kurikulum Merdeka there are two forms of assessment, namely formative and summative assessments

which are used as a reference for lesson planning tailored to student achievement, and there are no barriers for all teachers, especially English teachers at SMAN 6 Bulukumba regarding their preparation. This is in accordance with the table of differences in assessment in the 2013 curriculum with the Kurikulum Merdeka stated by Kemendikbudristek (2023), that the difference between the 2013 curriculum and the Kurikulum Merdeka is in the purpose of assessment, where in the Kurikulum Merdeka formative and summative assessments are used to design learning according to student outcomes. Whereas in the 2013 curriculum, formative and summative assessments are used to see learning progress, learning outcomes and detect the need for improvement of student learning outcomes.

Based on the description of cognitive readiness, English teachers at SMAN 6 Bulukumba are ready and fulfil the criteria for teacher cognitive readiness according to Ihsan (2022), which can be seen from understanding, utilising learning resources and learning processes and assessments. English teachers understand the Kurikulum Merdeka, utilise learning resources well, namely through the independent teaching platform, YouTube and offline trainings held in districts and schools, carry out the learning process well in accordance with the four characteristics of Kurikulum Merdeka learning and understand and compile assessments according to the Kurikulum Merdeka.

1. **Barriers regarding the physical readiness of English Language Teachers at SMAN 6 Bulukumba in implementing the Kurikulum Merdeka**

Teachers' physical readiness is the readiness needed by teachers in the form of energy and good health, so that they are able to carry out the implementation of the Kurikulum Merdeka. Based on Law Number 14 of 2005 article 8 concerning qualifications, competencies and certification, namely teachers must choose academic qualifications, competencies, educator certificates, be physically and mentally healthy, and have the ability to realise national education goals.

Physical readiness of English teachers at SMAN 6 Bulukumba based on the results of the research, all teachers showed good and healthy physical readiness. The physical readiness is indicated by several aspects of physical readiness of the teachers. The first aspect, namely the age group, shows that the average teacher has an age of ½ under 45 years old ½ is approximately 45 years old and has no problems in implementing the Kurikulum Merdeka. This is reinforced by the results of an interview with one of the English teachers, namely in the learning process the teacher is always in good health and enthusiasm in teaching.

The second aspect is health history, all teachers have a good health history. So that it does not interfere with teacher performance and is ready to implement the Kurikulum Merdeka in the classroom. Based on these results, the physical readiness of teachers, especially English teachers based on the aspects of age group and teacher health at SMAN 6 Bulukumba is ready and in accordance with Dalyono's

statement (in Mayangsari & Safitri, 2018), that health is one of the factors of teacher readiness.

2. Barriers regarding the psychological readiness of English language teachers at SMAN 6 Bulukumba

Law No. 14 of 2005 explains teacher competence, which is a set of knowledge, skills and behaviours that must be lived, mastered and possessed by teachers in carrying out their duties as professional educators. The law can also be interpreted that teacher competence refers to the teacher's ability to perform. Teacher performance requires psychological readiness. Psychological readiness is the readiness of teachers which can be seen from their interest and motivation in implementing the Kurikulum Merdeka (Ihsan, 2022).

Based on the research, it shows that the psychological readiness of English teachers at SMAN 6 Bulukumba in implementing the Kurikulum Merdeka is ready even though the references regarding the implementation of the Kurikulum Merdeka are still lacking, but all of that does not hinder the interest and motivation of English teachers in implementing the Kurikulum Merdeka. This can be seen from the aspect of the teachers' interest, namely 1) the teacher's interest in improving in guiding students, 2) the desire to continue studying, 3) the teacher has an interest in curriculum development policies to improve the education system in Indonesia.

The motivational aspect is shown through the teacher's emotions which have a clear goal to implement the Kurikulum Merdeka. The existence of interest and motivation in English teachers of SMAN 6 Bulukumba is in line with Dalyono's

statement (Mayangsari & Safitri, 2018) that the internal factors of teacher readiness include health, intelligence, talent, interest and motivation.

3. **Barriers regarding Financial Readiness of English Language Teachers at SMAN 6 Bulukumba**

Financial readiness is seen based on the aspect of facilities and infrastructure. Law No. 20 of 2003 article 45 on educational facilities and infrastructure explains that each formal and non-formal education unit provides facilities and infrastructure that meet educational needs according to the growth and development of the physical, intellectual, social, emotional and psychological potential of students.

Financial readiness of English teachers of SMAN 6 Bulukumba, based on the findings at school, has had quite complete facilities and infrastructure since before the implementation of the Kurikulum Merdeka. This was revealed by Mrs Sindarwati, S.Pd., Gr in the implementation of the Kurikulum Merdeka there was no special preparation prepared. Facilities and infrastructure are ready to be used to support teacher readiness in implementing the Kurikulum Merdeka, namely the availability of several LCDs, projectors, sound systems and wifi in several rooms, and a library. The financial readiness of the school is in accordance with Ihsan's statement (2022), that financial readiness is in the form of the availability of facilities and infrastructure that can support the implementation of an Kurikulum Merdeka at school.

Based on the description above related to the readiness of English teachers of SMAN 6 Bulukumba seen from the indicators, it shows the readiness of English teachers in implementing the Kurikulum Merdeka. The following is a summary of the results of the readiness of English teachers in implementing the Kurikulum Merdeka:

a. The level of cognitive readiness of English teachers is quite good, where English teachers at SMAN 6 Bulukumba have understood the Kurikulum Merdeka even though it is not yet complete, have utilised learning resources well and have enthusiasm in learning to understand the Kurikulum Merdeka, carry out the learning process according to the characteristics of the Kurikulum Merdeka and understand and are able to compile assessments in accordance with the provisions of the Kurikulum Merdeka.

b. The level of physical readiness of English language teachers is good, where all teachers are in good health, have a good health history and the average age of ½ is under 45 years old ½ is approximately 45 years old, which means that some are young and some are quite old but do not interfere with the performance of professional teachers.

c. The level of psychological readiness of English teachers is very good, where all English teachers have interest and motivation in implementing the Kurikulum Merdeka.

d. The level of financial readiness of English teachers is very good, where the school has prepared facilities and infrastructure that are quite complete and in a

well-maintained or good condition, so that they can be used to support teacher readiness in implementing the Kurikulum Merdeka.

4. **English Language Teachers' barriers in applying technology to the Merdeka Curriculum**

Technology is an instrument that can be used in the world of education is necessary for the continuity and comfort of human life as a basis that must be introduced to all students. The use of technology by humans begins with converting natural resources into simple tools (Yaumi, 2018). This problem is a challenge for educators, especially English teachers at SMAN 6 Bulukumba, in dealing with technology-based education in implementing the Kurikulum Merdeka. Educators are required to be able to master the times for the progress and goodness of a nation, in this case, especially the world of education (Irawan & Sari, 2018). Technology is the result of human thinking to develop certain procedures or systems and use them to solve problems in their lives. For example, a child who is far from his parents can convey his longing message by sending a message via letter, SMS, telegram, telephone, or sending an email via the internet. So, the child has actually used technology in information and communication (Yaumi, 2018).

The application of technological functions in education in general is a progressive effort of learning supported by technology. Indirectly it is part of Active Creative Effective and Fun Learning (PAKEM). no matter how great a school is, without adaptation to the times it still feels there is a lack of learning methods. In order to achieve the learning objectives that have been set in the Kurikulum

Merdeka, English teachers at SMAN 6 Bulukumba need to carry out a series of learning activities, starting from planning, determining strategies, selecting learning materials and methods, to assessment. A series of learning activities in order to achieve these educational goals is often called the learning approach (Rerung, 2019). If you have a standard educator who is good at surfing the internet, it is certainly easier to promote the educational institution where he serves, so it is hoped that the running of a school will be more ideal according to dreams, although there are still many weaknesses and must always be addressed at all times so that its development continues to exist. Therefore, related parties such as the principal in his capacity as a manager (Rainbow et al., 2019) must make solutions to encourage teachers, especially English teachers, to improve their expertise in technology, especially in the face of an Kurikulum Merdeka.
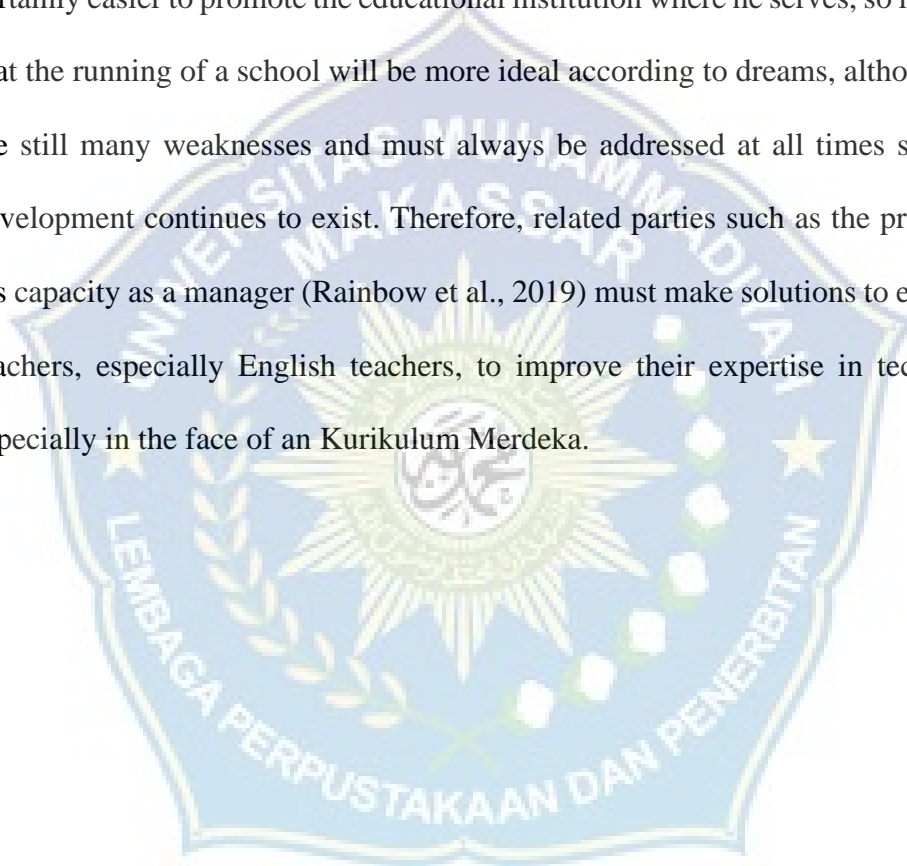
CHAPTER V

CONCLUSION AND SUGESSTION

A. Conclusion

The obstacles faced by English teachers in implementing the Merdeka Curriculum at SMAN 6 Bulukumba are in planning, implementing, and assessing learning. Other obstacles faced start from analysing Learning Outcomes (CP) into Learning Objectives (TP), following the Flow of Learning Objectives (ATP) and making them in the form of Teaching Modules, difficulty determining appropriate learning methods and strategies and lack of references related to the Merdeka Curriculum and the lack of teachers' ability to use technology. In addition, the limited number of student books and the lack of structured training, namely training held by the district, sub-district, and village governments prior to the implementation of the Merdeka Curriculum and the absence of teachers' ability and readiness to use varied learning methods and media, the lack of teachers' ability to apply technology in learning, teaching materials that are too broad, and in the implementation of project-based learning, teachers have difficulty determining projects in class and the lack of time allocation for project-based learning, determining the form of assessment that is in accordance with the learning objectives to be achieved, and determining the form of assessment during project-based learning.

B. Suggestion

Without reducing respect and in order to support the success in implementing an Kurikulum Merdeka with teacher readiness, especially English teachers, the researcher provides suggestions to several related parties. The following are suggestions from the researcher:

1. For teachers, especially English teachers who have not fully understood and have not participated in training on the independent teaching platform to the fullest, so that they can spend more time studying and understanding the Kurikulum Merdeka in more depth so that they can understand it fully and thoroughly and can implement the Kurikulum Merdeka to the fullest.

2. For future researcher, it is hoped that the results of this study can be used as a reference to continue research related to teacher barriers in implementing an Kurikulum Merdeka with different indicators.

3. For researcher, it is hoped that they will understand more about the Kurikulum Merdeka and increase references about the Kurikulum Merdeka so that this research can be better, interesting and easy to understand.

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INTERVIEW PROTOCOL

No	Interview Question List
1.	What is your opinion between the implementation of the "Kurikulum Merdeka" and the previous curriculum?
2.	How do you perceive the impact of the "Kurikulum Merdeka" on English language teaching compared to the previous curriculum?
3.	what are the supporting and barriers factors for the implementation of Kurikulum Merdeka in learning activities?
4.	Are there any resource constraints (e.g., textbooks, technology, teaching aids) that hinder the effective implementation of the "Kurikulum Merdeka"?
5.	What kind of support or professional development opportunities have been provided to help you overcome the challenges related to the new curriculum?
6.	How do you collaborate with other English teachers in the school to address the barriers and challenges faced during the implementation of the "Kurikulum Merdeka"?

Adopted and Modify From Sunarni (2023)

Observation checklist

No	Problem Identified	Yes	No
1.	The teacher design and adapt the curriculum according to the principles of Kurikulum Merdeka.		
2.	The teacher use teaching approaches and strategies to support curriculum implementation.		
3.	Is there a level of engagement, participation and interaction between the teacher and the students during the lesson?		
4.	The teacher assess and evaluate student learning outcomes within the Kurikulum Merdeka framework.		
5.	The teacher utilize various resources to support curriculum implementation..		
6.	The teacher experience specific challenges and barriers in implementing the Kurikulum Merdeka.		

Adopted and Modify From Novrianti (2022)

RESULT OF INTERVIEW PROTOCOL

R : What is your opinion between the implementation of the "Kurikulum Merdeka" and the previous curriculum?

T : In my opinion, this Kurikulum Merdeka is very good to be implemented at school, but the problem is that there are not many references to this Kurikulum Merdeka. so this Kurikulum Merdeka allows teachers to be more creative and design learning that does not focus on this curriculum, unlike curriculum 13 where we have to focus on the curriculum and the material must be completed.

R : How do you perceive the impact of the "Kurikulum Merdeka" on English language teaching compared to the previous curriculum?

T : The impact that occurs in the Kurikulum Merdeka is on the students, if the differentiated learning is really students are activated, meaning that students must be paid more attention so that learning in class feels comfortable not too boring because it is not demanded by the curriculum, unlike the curriculum 13, there is indeed a curriculum and the material must be completed, if the Kurikulum Merdeka we ourselves determine the material and make teaching modules that are in accordance with the abilities of students, not the curriculum targets to be achieved.

R : what are the supporting and barriers factors for the implementation of Kurikulum Merdeka in learning activities?

T : Supporting factors for the implementation of an Kurikulum Merdeka are the availability of other learning facilities such as LCD and internet connection. Although the implementation of the Kurikulum Merdeka has been running

effective, but there are still several barriers, among others, not having experience with independent learning, limited references, uneven access to learning, time management. uneven access to learning, time management. Although the existence of books is sufficient, there needs to be further evaluation of whether the contents of the textbooks have a global dimension.

R : Are there any resource constraints (e.g., textbooks, technology, teaching aids) that hinder the effective implementation of the "Kurikulum Merdeka"?

T : of couse, especially in learning books that are not evenly distributed and the references are also still lacking, as well as the access that is not evenly owned.

R : What kind of support or professional development opportunities have been provided to help you overcome the challenges related to the new curriculum?

T : There is some support in the form of training budgets, budgets, mentoring, book procurement budgets to assist in implementing the Kurikulum Merdeka so that teachers can implement thematic and scientific learning, and teachers also carry out authentic assessment.

R : How do you collaborate with other English teachers in the school to address the barriers and challenges faced during the implementation of the "Kurikulum Merdeka"?

T : As for how I overcome this by discussing with each other and sharing what is understood from the implementation of the Kurikulum Merdeka and learning together independently in the classroom teaching process so that what is lacking can be corrected and reduce the barriers experienced.

RESULT OF OBSERVATION CHECKLIST

No	Problem Identified	Yes	No
1.	The teacher design and adapt the curriculum according to the principles of Kurikulum Merdeka.	√	
2.	The teacher use teaching approaches and strategies to support curriculum implementation.	√	
3.	Is there a level of engagement, participation and interaction between the teacher and the students during the lesson?	√	
4.	The teacher assess and evaluate student learning outcomes within the Kurikulum Merdeka framework.	√	
5.	The teacher utilize various resources to support curriculum implementation..	√	
6.	The teacher experience specific challenges and barriers in implementing the Kurikulum Merdeka.	√	

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بسم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : JUSTIKA SUKRI

NIM : 105351109519

Judul Penelitian : ENGLISH TEACHERS' BARRIERS IN IMPLEMENTING KURIKULUM MERDEKA "AT
SMAN 6 BULUKUMBA

Tanggal Ujian Proposal : 04 AGUSTUS 2023

Tempat/Lokasi Penelitian : TANUNTUNG SMAN 6 BULUKUMBA

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	8 September 2023	Pengahasan izin penelitian kepada guru yg terkait	Sindarwati. S.Pd.	
2	8 September 2023	Konsultasi Instrumen	Sindarwati. S.Pd. Gur	
3	8 September 2023	Melakukan Wawancara	Sindarwati. S.Pd Gu	
4				

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8		
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Bulukumba, 8 september 2023

Kepala sekolah UPT SMAN 6 Bulukumba

NIP. 196604101994031016

Mengetahui,
Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMAN 6 BULUKUMBA
Alamat: Jln. Pendidikan No. 5 Kel. Tanuntung Kec. Herlang Kab. Bulukumba tlp.(0413) 2588632

<u>**SURAT KETERANGAN PENELITIAN**</u>
NOMOR :421.3/ 107 /UPT-SMAN 6 BLK/DISDIK/2022

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 6 Bulukumba Menerangkan bahwa :

Nama	:	Justika Sukri
NIM	:	105351109519
Program Studi	:	Pendidikan Bahasa Inggris
Institusi	:	Universitas Muhammadiyah Makassar

Benar telah melakukan penelitian di SMAN 6 Bulukumba pada tanggal 08 September 2023 dalam rangka penyusunan Tugas Akhir yang berjudul :

"ENGLISH TEACHERS' BARRIERS IN IMPLEMENTING " KURIKULUM MERDEKA" AT SMAN 6 BULUKUMBA"

Demikian Surat Keterangan ini di berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Tanuntung, 08 September 2023
Kepala UPT SMAN 6 Bulukumba

Dr. SUBHAN
NIP. 19660410 199403 1 016

SMANAM unggul dalam Prestasi, Santun Berkarakter

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 2424/05/C.4-VIII/VIII/1444/2023   15 Safar 1445 H
Lamp   : 1 (satu) Rangkap Proposal   31 August 2023 M
Hal   : Permohonan Izin Penelitian
          Kepada Yth,
          Bapak Gubernur Prov. Sul-Sel
          Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
          di –
              Makassar
          ألسَــــلاَمُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 14815/FKIP/A.4-II/VIII/1445/2023 tanggal 30 Agustus 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama   : **JUSTIKA SUKRI**
No. Stambuk : **10535 1109519**
Fakultas   : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan   : **Pendidikan Bahasa Inggris**
Pekerjaan   : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"ENGLISH TEACHERS' BARRIERS IN IMPLEMENTING "KURIKULUM MERDEKA" AT SMAN 6 BULUKUMBA"

Yang akan dilaksanakan dari tanggal 2 September 2023 s/d 2 Nopember 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

ألسَــــلاَمُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

                                    Ketua DP3M,

                                    Dr.Muh. Arief Muhsin, M.Pd
08-23   **NBM 1127761**

PEMERINTAH PROVINSI SULAWESI SELATAN

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap-new.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor	:	**25072/S.01/PTSP/2023**
Lampiran	:	-
Perihal	:	**Izin penelitian**

Kepada Yth.
Kepala Dinas Pendidikan Prov. Sulsel

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 2424/05/C.4-VIII/VIII/1444/2023 tanggal 31 Agustus 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	:	**JUSTIKA SUKRI**
Nomor Pokok	:	105351109519
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	:	Mahasiswa (S1)
Alamat	:	Jl. Slt Alauddin No. 259 Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" ENGLISH TEACHERS' BARRIERS IN IMPLEMENTING " KURIKULUM MERDEKA" AT SMAN 6 BULUKUMBA. "

Yang akan dilaksanakan dari : Tgl. *02 September s/d 02 November 2023*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

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ASRUL SANI, S.H., M.Si.
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Nip : 19750321 200312 1 008

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Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Justika sukri

Nim   : 105351109519

Program Studi : Pendidikan Bahasa Inggris

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LETTER OF ACCEPTANCE
0874/BG-FKIP/LOA/B/I/1445/2023

Dear JUSTIKA SUKRI

It is our pleasure to inform you that, after reviewing your paper:

ENGLISH TEACHERS' BARRIERS IN IMPLEMENTING "KURIKULUM MERDEKA" AT SMAN 6 BULUKUMBA

The manuscript ID: 1183

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
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We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at *jlta@bg.unismuhmakassar.ac.id*

Makassar, 16 January 2024 M
4 Rajab 1445 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI
LAMDIK

Documentation

Pictuce 1

The researcher an interview with the teacher

Pictuce 2

The researcher an observation in classroom

Picture 3

The researcher take a picture with students

CURRICULUM VITAE

Justika Sukri was born on May 30th 2001 in Bontomanai. She is the second child from marriage Sukri and Erna her beloved parents. She started education as a student of elementary school at SDN 98 Bontomanai and graduated 2013. In the same year she registered as a student at SMPN 40 Bulukumba and graduated in 2016. Then, she continued his education at SMAN 6 Bulukumba and graduated in 2019. Next, the researcher decided to continue her study at English Departmen of Muhammadiyah University of Makassar. At the end of study, she could finish her thesis entitled ENGLISH TEACHERS' BARRIERS IN IMPLEMENTING "KURIKULUM MERDEKA"