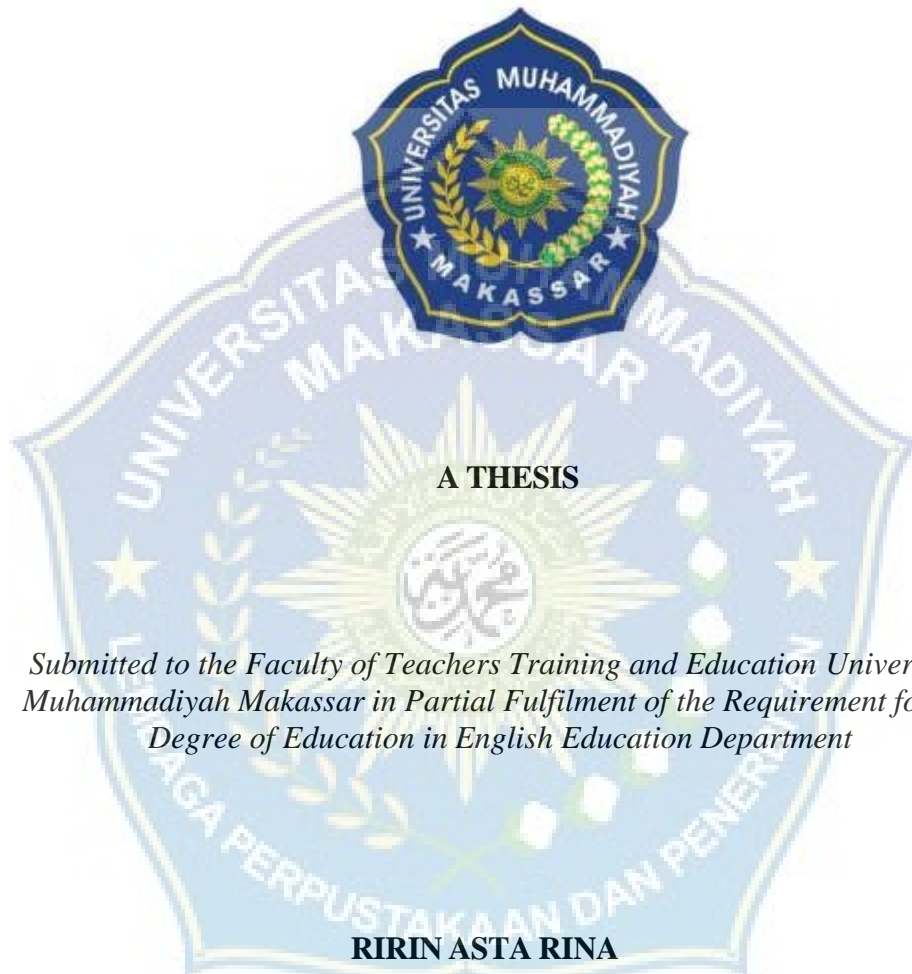


**AN ANALYSIS OF TEACHER'S PERCEPTIONS AND  
CHALLENGES IN IMPLEMENTING THE MERDEKA  
CURRICULUM FOR TEACHING ENGLISH READING  
SKILLS AT SMA NEGERI 1 GOWA**



**A THESIS**

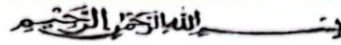
*Submitted to the Faculty of Teachers Training and Education Universitas Muhammadiyah Makassar in Partial Fulfilment of the Requirement for the Degree of Education in English Education Department*

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Day / Date	Chapter	Note	Sign
Wednesday July 24, 24	IV	<ul style="list-style-type: none"> <li>Revise Findings</li> <li>Re arrange the Findings based on the Research Questions.</li> <li>Revise the table. don't make large table and large title on table</li> <li>Give clear explanation on Findings from questionnaire</li> </ul>	  
Thursday August 0, 24	IV	<ul style="list-style-type: none"> <li>Revise the Findings</li> <li>Correlated the Findings to Research Questions</li> </ul>	 

Makassar, 4... Agustus... 2024

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Tuesday Apr. 14.24	ii	- Merge Discussion - Rearrange the content of discussion	off
Friday Aug. 16.24	iv	- Rearrange the data Findings based on the research question - Refix again the statement on the questionnaire based on the indicators of merdeka curriculum	off
Tuesday August, 20.24	All	- Refix findings.	off
Wednesday Aug. 21.24	Acc	- Abstract - Appendixes → prepare for exam	off

Makassar, 21. Agustus. 2024

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Implementing the Merdeka Curriculum for Teaching English  
Reading Skills AT SMA Negeri 1 Gowa

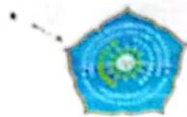
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## MOTTO

“ Sesungguhnya Bersama Kesulitan Ada Kemudahan.”  
( Q.S Al- Insyirah:5)

Jika kamu ingin menyerah Cobalah kamu pikir Kembali untuk apa kamu memulainya, Proses yang sulit tidak akan pernah mengkhianati hasil.

"Be proud of yourself for being able to reach this stage and keep moving forward to achieve that beautiful future."



I dedicated this thesis:  
To my beloved parents  
My beloved family  
And all of the people who love me

## ABSTRACT

**Ririn Asta Rina. 2024.** *An Analysis of Teacher's Perceptions and Challenges in Implementing the Merdeka Curriculum for Teaching English Reading Skills At SMA Negeri 1 Gowa. English Education Department, the Faculty of Teachers Training and Education, Muhammadiyah University of Makassar. Supervised by Ratu Yulianti Natsir and Sujariati.*

This study aims to determine the perceptions and challenges faced by teachers in implementing the Merdeka Curriculum in learning reading skills. This study uses a quantitative descriptive method with data collection through questionnaires and interviews. This study was conducted at SMA Negeri 1 Gowa with the research subjects three grade X English teachers.

The results of the study showed that teachers had a positive perception regarding the implementation of the Merdeka Curriculum regarding the importance of learning reading skills, with an average score obtained by respondents of 84.33%. This positive perception was obtained based on the results of the questionnaire, teachers agreed with statements that showed that they understood the importance of learning to read based on the principles of the Merdeka curriculum, namely, student-centered learning, project-based learning, utilization of technology, using interesting learning strategies, and others. Meanwhile, the challenges faced by teachers were obtained from the results of interviews, the challenges faced by teachers included other difficulties in integrating technology and difficulties in increasing students' interest in reading. The results of this study are expected to provide insight into the implementation of the Merdeka Curriculum in learning to read.

**Keywords:** *Perception & Challenges, Curriculum Merdeka, Reading Skills*

## ABSTRAK

**Ririn Asta Rina. 2024.** *Analisis Persepsi dan Tantangan Guru dalam Penerapan Kurikulum Merdeka Untuk Pengajaran Keterampilan Membaca Bahasa Inggris Di SMA Negeri 1 Gowa. Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Di Bimbing oleh Ratu Yulianti Natsir dan Sujariati.*

Penelitian ini bertujuan untuk mengetahui persepsi dan tantangan yang dihadapi guru dalam mengimplementasikan Kurikulum Merdeka dalam pembelajaran keterampilan membaca. Penelitian ini menggunakan metode deskriptif kuantitatif dengan pengumpulan data melalui kuisioner dan wawancara. Penelitian ini dilaksanakan di SMA Negeri 1 Gowa dengan subjek penelitian tiga orang guru Bahasa Inggris kelas X.

Hasil penelitian menunjukkan bahwa guru memiliki persepsi yang positif terhadap implementasi Kurikulum Merdeka mengenai pentingnya pembelajaran keterampilan membaca, dengan skor rata-rata yang diperoleh responden sebesar 84,33%. Persepsi positif tersebut diperoleh berdasarkan hasil angket, guru setuju dengan pernyataan yang menunjukkan bahwa mereka memahami pentingnya pembelajaran membaca berdasarkan prinsip-prinsip kurikulum Merdeka yaitu, pembelajaran berpusat pada siswa, pembelajaran berbasis proyek, pemanfaatan teknologi, penggunaan strategi pembelajaran yang menarik, dan lain-lain. Sementara itu, tantangan yang dihadapi guru diperoleh dari hasil wawancara, tantangan yang dihadapi guru antara lain kesulitan dalam mengintegrasikan teknologi dan kesulitan dalam meningkatkan minat baca siswa. Hasil penelitian ini diharapkan dapat memberikan wawasan tentang implementasi Kurikulum Merdeka dalam pembelajaran membaca.

**Keywords:** *Persepsi & Tantangan, Kurikulum Merdeka, Keterampilan Membaca*

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In the drafting of this thesis, the researcher realized that much help, support, advice, and direction were given by many. Therefore, the researcher would like to express her highest appreciation to:

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Makassar, 09 Agustus 2024

Researcher

Ririn Asta Rina

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# CHAPTER I

## INTRODUCTION

### A. Background

The Merdeka Curriculum is one of the government's efforts to improve the quality of education in Indonesia, especially in facing the challenges of the post-Covid-19 pandemic. The curriculum is designed to be more flexible, adaptive, and student-centered, with the aim of developing students' character and competencies holistically. One of the important aspects in the Merdeka Curriculum is learning reading skills, which is a basic skill that is very important for students' learning success.

The Merdeka Curriculum is a new approach to education in Indonesia that focuses on empowering students and improving the quality of learning. This curriculum provides flexibility and independence for teachers and students in choosing and developing learning materials, with principles centered on students, character development, meaningful learning, and the use of technology. The implementation of the Merdeka Curriculum is carried out through two pathways: the Independent Pathway, where schools can choose to implement the Merdeka Curriculum independently, and the Merdeka Learning Pathway, which provides support and guidance for schools in implementing the Merdeka Curriculum through the Merdeka Belajar program. The implementation of the Merdeka Curriculum is expected to improve the quality of learning, empower students, enhance teacher competence, and increase the relevance of education to the needs of the workforce

and real life. Despite challenges such as paradigm shifts, resource availability, and support from all parties, the Merdeka Curriculum is a crucial step in improving the quality of education in Indonesia, providing opportunities for students to develop optimally and become a generation ready to face future challenges.

The Merdeka Curriculum and the 2013 Curriculum have differences and similarities in their focus, structure, assessment, and implementation. The Merdeka Curriculum focuses on empowering students and improving the quality of learning, with flexibility and independence for teachers and students in choosing learning materials, while the 2013 Curriculum focuses on developing student competencies and improving the quality of education, with a centralized structure and bound by syllabuses and learning materials that have been determined. The Merdeka Curriculum emphasizes holistic assessment that is ongoing and centered on the learning process, while the 2013 Curriculum is more traditional and focuses on learning outcomes. The implementation of the Merdeka Curriculum is carried out through two pathways: the Independent Pathway and the Merdeka Learning Pathway, while the 2013 Curriculum is implemented nationally and centrally. Although both have advantages and disadvantages, the Merdeka Curriculum offers a more modern approach that is relevant to current needs but requires a major paradigm shift and support from all parties, while the 2013 Curriculum is more structured and easy to implement, but less flexible and less relevant to the needs of the workforce.

The Merdeka Curriculum is a crucial step in improving the quality of education in Indonesia because it provides opportunities for students to develop optimally. This curriculum focuses on empowering students, encouraging them to be active, creative,

and responsible learners, and enhancing the quality of learning with meaningful and relevant materials. The Merdeka Curriculum also emphasizes character development, relevance to the workforce, and flexibility in the education system, thus helping to produce a younger generation that is ready to face future challenges. The Merdeka Curriculum strongly emphasizes reading instruction because reading is key to accessing knowledge, developing critical thinking skills, strengthening communication, enhancing creativity, and building 21st-century skills essential for future success. This curriculum promotes reading instruction through various engaging methods and approaches, such as reading aloud, silent reading, group reading, and other creative activities, with the goal of creating a younger generation that is intelligent, critical, and ready to face future challenges.

The importance of learning to read in the Merdeka Curriculum raises questions about how teachers perceive and face challenges in implementing the Merdeka curriculum for teaching reading skills. This study aims to identify the perceptions and challenges teachers face in implementing the Merdeka Curriculum for teaching reading skills.

The research was carried out at SMA Negeri 1 Gowa, The implementation of the Merdeka curriculum at SMA Negeri 1 Gowa began in 2023. However, it is only applied to grade X as the initial stage in the implementation of this curriculum. The decision to implement this curriculum was taken to provide students with a solid foundation before they proceed to a higher level. This research was conducted in grade X, there were three English teachers who also applied the Merdeka curriculum in their learning. It aims to give students greater opportunities to develop their English

language skills creatively and independently. With the implementation of a Merdeka curriculum in grade X English subjects, it is hoped that students can be more involved in the learning process and have the freedom to explore their interests and talents in English.

Therefore, Please note that The Merdeka Curriculum is a curriculum issued as a form of improvement to the 2013 Curriculum which is adapted to post-pandemic conditions in society and students. The Merdeka Curriculum is a flexible curriculum based on character competency and based on creativity which is set by the government starting in 2022/2023. This curriculum is implemented in stages through several driving school programs with certain schools ready to implement it independently, either independently learning, independently changing or independently sharing. This curriculum is planned to be implemented in all educational units in the jurisdiction of the Unitary State of the Republic of Indonesia (NKRI) replacing the Emergency Curriculum and also the 2013 Curriculum which are currently used in schools. However, the government does not necessarily require all schools to implement the Merdeka Curriculum, considering the variety of school conditions in Indonesia. Schools are given the freedom to choose a learning curriculum that suits their conditions and readiness. There are at least three curricula that schools can choose from, namely the 2013 Curriculum, Emergency Curriculum, and Merdeka Curriculum (Prototype).

As for the differences between the Merdeka Curriculum and the previous Curriculum, the 2013 Curriculum is a follow-up to the Competency- Based Curriculum (KBK) which was tested in 2004. The KBK (Competency- Based



Curriculum) is used as a reference and guideline. for the implementation of education to develop various educational domains (knowledge, skills, and attitudes) at all levels and pathways of education, especially in school education. In the implementation of the 2013 Curriculum, competency is defined as the knowledge, skills, and abilities mastered by someone who has become part of themselves so that they can carry out cognitive, affective, and psychomotor behavior as well as possible. This shows that competence includes tasks, skills, attitudes, and appreciation that students must have to be able to carry out learning tasks according to certain types of work. Thus, there is a relationship between the tasks students learn at school and the abilities needed in the world of work. For this reason, the implementation of the 2013 Curriculum requires good cooperation between the world of education and the world of work, especially in identifying and analyzing competencies that need to be taught to students in schools.

Furthermore, the Emergency Curriculum is a policy taken by the government through the Ministry of Education and Culture. Research and technology to ease learning difficulties during the pandemic so that there is no learning loss and loss of student motivation. This Emergency Curriculum is intended for all levels of primary and secondary education, starting from early childhood education (PAUD), elementary school, and junior high school, to high school and also vocational schools. The Emergency Curriculum is one option that can be taken by education units implementing distance learning (PJJ) by simplifying the basic competencies in the 2013 Curriculum. This simplification is carried out by reducing the basic competencies in each subject so that students focus on the minimum competencies

which are a prerequisite for continuing learning to the next level. It is hoped that the Emergency Curriculum can become a simple and flexible reference or point of reference for teachers in implementing learning in the pandemic era, reduce teachers' teaching burden so that opportunities are opened to develop online learning models and strategies, and can be used as a guide for parents in accompanying their children's learning at home. What is no less important is that students do not lose their right to study (learning loss and loss of motivation) so that they can continue to study and continue their education and can work (especially vocational school graduates) even with very minimal competence. The Emergency Curriculum is a curriculum that is simple, clear, and has priorities as its main characteristics. Simple means that the learning described in this curriculum only contains core material, the minimum that is needed in students' lives.

The Merdeka Curriculum has several main characteristics that are expected to support post-pandemic learning recovery (Kemendikbudristek, 2021), namely as follows.

1. Project-based learning for the development of soft skills and character which includes faith, piety and noble morals, cooperation, global diversity, independence, critical reasoning, and creativity.
2. Focus on essential materials that are expected to provide sufficient time for in-depth learning in basic competencies such as literacy and enumeration.
3. Teachers are free to carry out learning that suits students' abilities (teaching at the right level) and adjust to the local context and content.

According to Nurwiatin, 2022, In Saputra, 2023) the development and changes in the curriculum experienced in Indonesia are mostly influenced by technological and global changes in science, art, and culture that apply to society. Since the enactment of the curriculum in 1975, 1984, 1994, 2004 (KBK), 2006 (KTSP), and 2013, the curriculum has undergone improvements and changes, and Indonesian education has achieved the educational goal of educating the nation's life for a better Indonesia.

Fitri W.A, (2024) said that in early 2020, Indonesia was hit by Covid- 19, a global pandemic that hit almost all countries in the world. This outbreak is very dangerous and easily transmitted, so all activities, including learning activities, will be carried out at home. The role of parents as learning companions is very important because learning activities are not optimal due to a lack of assistance from teachers. Parents are the first teachers to teach right and wrong in life, character must be instilled from childhood and good normative values must be instilled so that good habits are transmitted into adulthood. The environment can also influence mindsets, knowledge, behaviors, and relationships. At the time of curriculum implementation, the intensity of activities is planned and then learning activities are implemented.

Continued by Nurwiatin, (2022) learning activities during the coronavirus pandemic decreased dramatically in one day. Furthermore, Decree Number 56/M/2022 concerning Guidelines for Curriculum Implementation was issued. This will contribute to the creation of an Indonesia that is devout, independent, characteristic, well-behaved, religious, and critical. Efforts to restore and improve

the curriculum are fully supported for the restoration and improvement of the curriculum implemented in Indonesia through the Merdeka curriculum. After Indonesia was hit by the pandemic, the Merdeka curriculum was introduced to restore the program after the declining quality of students in education. The Merdeka curriculum is a new curriculum that is integrated into educational units. The Ministry of Education, Culture, Research and Technology (Kemendikbudristek), which was launched in 2022, plans to establish the Merdeka Curriculum as the National Curriculum.

The Merdeka curriculum aims to explore and nurture students' talents from an early age and focuses on developing students' character, knowledge, behavior, and abilities. The Merdeka curriculum is a project-based learning activity for students. The difference with the previous curriculum is the absence of a block system so that learning is evenly distributed. According to Damayanti & Muhroji, (2022) the Merdeka Curriculum is considered the right curriculum with intellectual freedom in mind. The Ministry of Education and Culture has decided that the Merdeka Curriculum will include modifications to skills-based learning. One of the key elements of this curriculum is project-based learning which aims to promote learning recovery and improve students' soft skills and personalities.

The Merdeka Curriculum gives teachers the freedom to design reading skills learning that suits the needs and characteristics of their students. In the context of learning to read, teachers can adjust teaching methods, reading materials, and evaluation strategies according to students' level of understanding and interest. With the Merdeka Curriculum, teachers can have more freedom to design

interesting, relevant and effective learning to improve students' reading skills. Teachers can choose reading materials that suit students' interests, develop interactive learning strategies, and provide the support needed to improve students' reading abilities holistically. With this approach, teachers can provide reading skills learning that is more personalized and tailored to students' individual needs, thereby encouraging learning motivation and improving reading skills.

### **B. Problem Statement**

1. What is the teacher's perception of the Merdeka curriculum in teaching English reading Skills?
2. What are the challenges faced by the teachers in implementing the Merdeka curriculum in teaching English reading Skills?

### **C. Objective of the Research**

1. To find out the teacher's perceptions in implementing the Merdeka Curriculum for teaching English reading Skills.
2. To identify the teacher's challenges in implementing the Merdeka Curriculum for teaching English reading Skills.

### **D. Significance of the Research**

The significance of this research lies in its contribution to the understanding of teacher perceptions and the challenges faced in implementing the Merdeka Curriculum to teach English reading skills. The research provides a deeper insight into teachers' perspectives, identifying the challenges faced. These research findings have the potential to improve

teaching effectiveness, develop appropriate strategies and support, and make important contributions to the field of Education research.

### **E.Scope of the Research**

The scope of this research focused on the teachers' perceptions and challenges teachers faced in implementing the Merdeka Curriculum in teaching English reading skills.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Previous Research Findings**

Some previous research on teachers' perceptions and challenges in implementing the Merdeka curriculum.

The study can be seen in this section:

First, research from Fitri W.A., (2024) from his research aims to identify perceptions and recommendations of teachers in integrating the Merdeka Curriculum in English language teaching in rural junior high schools in Indonesia. The results of this study show that English teachers in rural junior high schools in Indonesia respond positively to curriculum changes and the implementation of the Merdeka Curriculum. Implementing the Merdeka Curriculum is recognized as having benefits in various aspects but also faces obstacles such as inadequate facilities and awareness of the assessment system. Teachers expressed the need for training and workshops to effectively integrate Curriculum Merdeka in their teaching. The similarity with the research to be conducted is that this study both discusses the perceptions and challenges of teachers in implementing the Merdeka curriculum, while the difference lies in the focus of the research. This research focuses more on English teachers in junior high schools in rural Indonesia, while the research that will be conducted focuses more on teaching English on reading skills that will be carried out at the senior high school level.

Second, Widyaningsih, (2023) the results of this study concluded that the majority of English teachers in three junior high schools in Koto Tangah, Padang had a positive perception of the implementation of the Merdeka curriculum. Based on the results of the analysis, teachers agreed that designing teaching modules was easy and they were comfortable using assessments from the Merdeka curriculum. They also agreed that the implementation of project-based learning related to the Pancasila profile can have a good impact on students. The similarity of the research to be carried out is that both examine teachers' perceptions in implementing the Merdeka curriculum, while the difference is that previous research focused more on English teachers in three junior high schools in the city of Tangah, Padang. The research that will be conducted will examine the perceptions and challenges of teachers in the application of the Merdeka curriculum for teaching English reading skills, which will be carried out in high schools.

Third, Safitri & Kusumaningtyas, (2023) the purpose of this study was to explore the perception of English teachers regarding the implementation of the Merdeka curriculum in private vocational high schools. This study involved four English teachers as research subjects. The results of this study concluded that the Merdeka curriculum had been implemented in one of the private vocational schools. However, several obstacles emerged related to teacher adaptation to the new term in the Merdeka curriculum. Teachers face difficulties in managing time effectively in the learning process and have limited references. In addition, teachers have to provide handling during evaluation administration due to differences in student abilities, which causes students to be less involved and teachers only act as



facilitators. Another problem is that teachers rarely use the assessment method in the Merdeka curriculum. However, English teachers have a way to overcome some of these barriers and ensure the successful implementation of the Merdeka curriculum. The similarity with the research to be conducted is that this study also has similarities in examining the perceptions of English teachers on the implementation of the Merdeka curriculum, however, the difference is that the previous research focused more on English teachers in private vocational high schools, while the research to be carried out in secondary schools, to test the perceptions and challenges of English teachers on the application of the Merdeka curriculum in teaching skills Read. Then, Shadri, R. et, al (2023) Explore teachers perceptions of the merdeka in Indonesia elementar schools. Their findings showed that teachers generally viewed the curriculum positively, especially its emphasis on students- centered learning and the development of critical thinking skills.

Fourth, Supriatna et al., (2023 ) the purpose of this study is to describe teachers' perceptions of the implementation of the Merdeka curriculum in elementary schools. The results showed that teachers' perceptions of the implementation of the Merdeka curriculum in elementary schools were positive and good. Teachers have an important role in the process of curriculum development and implementation in elementary schools. The success of implementing this curriculum depends on the intensity of teachers in implementing the curriculum in the classroom. Teachers can also develop and design classes to improve the quality of learning. However, there are still obstacles in the implementation of the Merdeka curriculum, such as the lack of use of technical instructions related to

Pancasila student profiles, not allelementary school teachers have adopted the Merdeka curriculum, not all teachers have information technology skills, and unstable internet access, especially for remote schools that have difficult geographical internet access. The similarity with the research to be conducted is that both examine teachers' perceptions of the Merdeka curriculum, but previous research focused more on the role of teachers in the development and implementation of the curriculum inelementary schools. The difference lies that the research will be carried out insecondary schools and will test teachers' perceptions and challenges in implementing the Merdeka curriculum which will focus more on reading teaching skills. Then Waruwu, D. (2024) Examined the impact of the merdeka curriculum on student engagement in Indonesian secondary school. They foun that curriculum focus on project based learning and student activity positively influenced student engagement and motivation.

Fifth, Reza, F. et al., (2023) the purpose of this study is to reveal the implementation and perception of English teachers towards the Merdeka Curriculum and find the problems faced by English teachers in implementing the Merdeka Curriculum. The results showed that English teachers apply the Merdeka Curriculum by varying the learning process, adjusting to the characterof students, requiring more preparation, and focusing learning on vocabulary mastery, reading literacy, and the use of technology. Damayanti & Muhorji (2018) also highlighted the challanges faced by teachers in adapting teaching materials and strategies to students individual needs. Then, Ndari, W. & Mahmudah, F.N. (2023) Investigated teachers challenges in implementing the merdeka curriculum in

Indonesian secondary schools. Their study found that teachers faced issue of inadequate resources, inadequate training, and lack of support from school administrator. There are also several problems faced by English teachers, such as a lack of teacher understanding of the diverse character of students, lack of equipment that supports English learning in the Merdeka Curriculum, the need to change the mindset of parents about the implementation of the Merdeka Curriculum, and lack of understanding of the Merdeka Curriculum. Additionally, Halawa, M. (2024) examined the impact of the Merdeka curriculum on teachers workload and stress levels. Their findings revealed that teachers experienced increased workload and stress due to the curriculum emphasis on students centered learning and project based learning.

The similarity with the research that will be carried out is that both will identify related perceptions and challenges of teachers in the application of the Merdeka curriculum in English language teaching, while the the difference is that the research to be carried out will focus on teaching reading skills that will be carried out at the senior high school level.

Based on the previous research mentioned, it can be concluded that teachers have a positive perception of the implementation of the Merdeka Curriculum in teaching. Despite some of the challenges faced, such as adaptation to new terms, effective time management, and limited references, teachers also recognize the benefits of Curriculum Merdeka, such as ease in designing teaching modules, use of appropriate assessments, and implementation of project-based learning. The difference with the research to be carried out lies in the focus of the research. In previous studies, researcher focused on studying teachers' perceptions and

challenges in implementing the Merdeka curriculum. Therefore, researchers are interested in conducting this research by understanding teachers' perceptions and challenges in the implementation of a curriculum that focuses on teaching reading skills. This research is expected to contribute to understanding teachers' perceptions and challenges in implementing the Merdeka Curriculum for reading learning at SMA Negeri 1 Gowa.

## **B. Some Pertinent Ideas**

### **1. Understanding Merdeka Curriculum**

#### **a. Definition of Merdeka Curriculum**

The Merdeka curriculum is an educational concept issued in response to changes caused by the Covid-19 pandemic. The Merdeka curriculum is a new policy program of the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI) launched in 2022 by the Minister of Education and Culture of the Republic of Indonesia and the Advanced Indonesia Cabinet. According to (Siregar et al., 2022), after Indonesia was hit by a pandemic, this Merdeka curriculum was launched to recover the program after experiencing a decline in the quality of students in the world of Education to catch up with Indonesian education from other countries. Likewise, Marisa, (2021) In Rizaldi & Fatimah, 2022) said that the main goal of developing this curriculum is to strengthen the Indonesian education system which has experienced a crisis since the COVID-19 pandemic.

According to Kasnowo, (2020) In (Rizaldi & Fatimah, 2022) state that teachers have the freedom to choose various teaching tools so that they can adjust learning

to the needs and interests of their students. One of the things that is done and emphasized in the Merdeka Curriculum is more project-based learning, where students can work in various settings. The Merdeka curriculum is a curriculum with learning in diverse curricula, whose content is more optimal and students are given sufficient time to explore concepts and strengthen their skills.

The benefits of this curriculum include project-based learning that helps students develop soft skills and personalities according to the profile of Pancasila students. Curriculum Merdeka is a curriculum concept that provides flexibility for educators to create quality learning according to the needs of students. The aim is to cultivate children's interests and talents, focusing on essential content, character development, and competencies. The Merdeka curriculum allows flexibility in choosing learning content so that students can understand concepts in depth. Curriculum Merdeka encourages a student-centered learning approach, where students are actively involved in their learning process. More interactive and participatory learning methods, such as project-based learning and problem-based learning, are also emphasized. Curriculum Merdeka gives freedom to schools to design curricula according to local needs and contexts. This is important because it allows tailoring the curriculum to student needs, encourages creativity and innovation in teaching methods, improves the overall quality of education, develops students' potential, and involves the community in the learning process. Priantini, et al., (2022) In Rizaldi & Fatimah, (2022) also argue that the use of the Merdeka curriculum is consistent with efforts to create a quality educational environment so that a generation that is ready to adapt to current developments can

emerge, implement its curriculum at all levels of education in Indonesia starting from elementary and high school by 2024.

### **b. Characteristics of Merdeka Curriculum**

The Merdeka curriculum is a continuation of the emergency curriculum implemented during the COVID-19 pandemic in Indonesia. This curriculum is designed by the government as one of the policies to increase the percentage of learning recovery after the COVID-19 pandemic. According to Rizaldi & Fatimah, (2022), the characteristics of the Merdeka Curriculum include the following:

#### 1. Diverse Intra-curricular Learning

The Merdeka curriculum emphasizes diverse learning experiences in the curriculum. It provides opportunities for students to explore various concepts and strengthen their competencies.

#### 2. Optimal Content

The curriculum aims to optimize learning content, allowing students enough time to learn concepts and develop a thorough understanding of the subject matter.

#### 3. Flexibility in Teaching Tools

Teachers have the flexibility to choose from a variety of teaching tools and methods. This flexibility allows them to tailor their teaching approach to meet student's specific learning needs and interests.

#### 4. Emphasis on Project-Based Learning

The Merdeka curriculum places a strong emphasis on project-based learning.

This approach encourages students to engage in learning activities beyond the confines of the classroom, enabling them to apply their knowledge and skills in real-world contexts.

#### 5. Preparation for Current Developments

The curriculum aims to prepare students to adapt to current and future developments. These characteristics reflect the objectives of the Merdeka Curriculum to improve the quality of education and overcome the challenges posed by the COVID-19 pandemic and its impact on the learning process.

#### c. Model of Merdeka Curriculum

According to Riskianto et al., (2023) curriculum Merdeka is an educational framework in Indonesia that promotes student autonomy, critical thinking, and a holistic approach to education. Where the model of the Merdeka curriculum refers to:

##### 1. Student Autonomy

The Merdeka curriculum places a strong emphasis on empowering learners to take an active role in their education. It aims to develop students who are independent and capable of lifelong learning. Learners are encouraged to set goals, make choices, and take responsibility for their own learning.

##### 2. Competency-Based Approach

The curriculum focuses on competency development rather than simply knowledge transmission. It aims to equip students with a range of skills, including critical thinking, problem-solving, communication, collaboration,

creativity, and digital literacy. The focus is on developing skills that are relevant and applicable to real-life situations.

### 3. Integrated Learning

The Merdeka curriculum encourages an integrated learning approach, where subjects are interconnected and taught holistically. It promotes interdisciplinary learning experiences that allow students to make connections across a wide range of subjects and apply their knowledge and skills in meaningful ways.

### 4. Local Context and Culture

The curriculum recognizes the importance of local context and culture in shaping student identity and promoting a sense of belonging. It seeks to incorporate local knowledge, values, and traditions into the curriculum, fostering cultural appreciation and understanding.

### 5. Technology Integration

The Merdeka curriculum recognizes the role of technology in education and encourages its integration into the teaching and learning process. It emphasizes the use of digital tools, resources, and platforms to enhance the learning experience, promote digital literacy, and prepare students for the demands of the digital age.

### 6. Continuous Assessment and Feedback

The curriculum emphasizes continuous assessment to monitor student progress and provide timely feedback. It encourages a variety of assessment



methods, including formative and summative assessments, performance tasks, portfolios, and self-assessments. The goal is to guide students' learning, identify strengths and areas for improvement, and support their growth.

However, the implementation of the Merdeka Curriculum may vary in different schools and regions in Indonesia. Specific details, structure, and guidelines for the curriculum are determined by the Indonesian Ministry of Education and Culture and may undergo revisions and updates from time to time.

#### **d. Principles of Merdeka Curriculum**

According to Rizaldi & Fatimah, (2022) some basic principles can guide the development and implementation of the Merdeka curriculum. These principles include:

##### **1. Student-Centered Approach:**

The Merdeka curriculum is likely designed with a student-centered approach, which aims to prioritize the needs, interests, and abilities of each student. It may emphasize active involvement, critical thinking, and student empowerment in the learning process.

##### **2. Flexibility and Adaptability**

Curriculum can promote flexibility and adaptability in teaching and learning. It can encourage educators to use a variety of teaching methods, tools, and resources to meet diverse learning styles and student preferences.

##### **3. Competency-Based Learning**

The Merdeka curriculum can focus on developing competencies and skills

rather than just content knowledge. It may emphasize the acquisition of practical skills, problem-solving abilities, and the application of knowledge in real-world contexts.

#### 4. Project-Based Learning

The curriculum may incorporate project-based learning as a pedagogical approach. Students can engage in hands-on, collaborative projects that allow them to apply their knowledge, skills, and creativity to solve authentic problems.

#### 5. Holistic Development

The Merdeka curriculum can aim to encourage holistic development by addressing not only the academic aspects but also the social, emotional, and ethical dimensions of students. It may prioritize the cultivation of values, character education, and the promotion of well-being.

#### **e. Implementation of the Merdeka Curriculum**

According to Nurzen, (2022) the implementation of a Merdeka curriculum is an innovation in the Indonesian education system. This curriculum aims to develop students as individuals by learning freely, calmly, and cheerfully while respecting their natural abilities. This curriculum gives students the freedom to independently plan and create learning strategies that suit their needs and environment. Pancasila Student Profile is used in the Merdeka Curriculum to develop students' soft skills and personalities. The profile includes faith, devotion to God Almighty, noble morals, global diversity, mutual assistance, independence, critical thinking, and creativity. The application of a unique curriculum aims to improve learning outcomes, strengthen the character of learners, and collaborate

with various stakeholders at national and international levels. This curriculum is expected to produce superior human resources, and personalities following existing characteristics. The implementation of the Merdeka curriculum takes place through various activities and stages that ultimately build the character and cooperation of students. Its implementation requires collaboration with various stakeholders at national and international levels.

#### **f. Practically of Merdeka Curriculum in Teaching Reading Skills**

According to Riskianto et al., (2023) the practical implementation of the Merdeka Curriculum in reading teaching skills may vary based on the specific context and approach adopted by the teacher. However, there are some general considerations and practices that can be applied:

##### **1. A Student-Centered Approach**

The Merdeka curriculum emphasizes student-centered learning, where students are actively involved in the learning process. In teaching reading skills, teachers can encourage students to take an active role by giving them opportunities for independent reading, small group discussions, and collaborative activities.

##### **2. Authentic Reading Materials**

The Merdeka Curriculum promotes the use of authentic materials to develop students' reading skills. Teachers can incorporate a variety of authentic reading materials such as newspapers, magazines, online articles, and books that are relevant and interesting to students. It helps students relate their reading experience to real-world situations.

### 3. Vocabulary Development

Vocabulary plays an important role in reading comprehension. Teachers can focus on developing students' vocabulary by introducing new words, teaching the meaning of words in context, and providing opportunities for students to use and practice those words in their reading activities. Encouraging students to keep a vocabulary journal or engage in word games can also improve their vocabulary acquisition.

### 4. Reading Strategy

Teachers can teach and model a variety of reading strategies to help students understand and analyze texts effectively. These strategies may include predicting, summarizing, questioning, making connections, and visualizing. Explicitly teaching these strategies and providing guided practice can improve students' reading comprehension skills.

### 5. Technology Integration

The Merdeka Curriculum encourages the use of technology in the teaching and learning process. Teachers can incorporate digital resources, such as e-books, online reading platforms, and interactive reading apps, to increase student engagement and provide them with additional reading material. Technology can also be used for assessment, feedback, and collaborative reading activities.

### 6. Assessment and Feedback

Continuous assessment and timely feedback are important components of the Merdeka Curriculum. Teachers can use a variety of assessment methods, such as reading logs, quizzes, comprehension questions, and performance

assignments, to evaluate students' reading skills. Providing constructive feedback and guiding students in setting reading goals can help them monitor their progress and make improvements. Teachers need to adapt these practices to the specific needs and abilities of their students. Flexibility, creativity, and a student-centered approach are key elements in effectively implementing the Merdeka Curriculum in teaching reading skills.

#### **g. Advantages of the Merdeka Curriculum**

The advantages of the Merdeka Curriculum according to Retnaningrum, et.al., (2023) are as follows:

##### **1. Simpler and deeper**

Essential materials are the focus of the Merdeka Curriculum. Simple and deep learning without haste will be more easily absorbed by students. Deep learning with fun design will make students more focused and interested in learning.

##### **2. More independent**

The Merdeka Curriculum is a benchmark in designing learning. The concept of independence gives freedom to the master in designing the learning process according to the needs and learning outcomes.

##### **3. More relevant and interactive**

More relevant and interactive learning process activities will have a good impact when applied in the learning process. Interactive learning will make students more interested and able to develop their competencies.

#### **h. Disadvantages of the Merdeka Curriculum**

As we all know, during the COVID-19 crisis, the government created a learning curriculum that must be carried out online or without face-to-face. Therefore, this curriculum aims to make learning more effective and efficient because students are expected to explore content independently, regardless of what the teacher explains during learning. In fact, after the introduction of the self-study curriculum, many teachers and students have not fully understood what the self-study curriculum is and what the impact of the introduction is.

Retnaningrum, et al., (2023) revealed that, in addition to the many benefits obtained from the independent learning curriculum, this curriculum also has several disadvantages. Because this curriculum requires students to be able to make learning project assignments in groups in a relatively short time, many students feel tired and the tasks given are not optimal, some students did not understand the material because there were too many exercises given. The reality is that there are still many obstacles and challenges to overcome, and the expected success cannot be achieved easily. Learning objectives that are expected to develop student skills both inside and outside the classroom, material that guides students' future, subject-based learning methods, and understanding that students and teachers are expected to collaborate effectively, creatively, and efficiently to create meaningful learning.

## **C. Concept of Teachers**

### **1. Definition of Teachers**

Teachers are educators who are in the school environment. In a simple sense, a teacher is a person who imparts knowledge to students. According to Barizi & Idris (2010) in Yanti S. et al., (2021), teachers or educators act as guidelines in carrying out the teaching and learning process. Law Number 14 of 2005 concerning teachers and lecturers defines teachers as: "Professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education and secondary education.

So the task of teachers in addition to providing knowledge also provide education in the field of morals to students as mentioned in the law above. The community will see how the teacher's daily actions behave, whether there is something exemplary or not, and whether it can be used as a role model or not. How teachers improve services, provide encouragement and direction to their students, and how teachers dress, talk, and get along with their students, or friends in social life, are often of public concern. A pious teacher is a teacher who can form students with the spirit of Pancasila.

This basis contains several principles that must be understood by a teacher in carrying out his duties, namely the purpose of national education. The purpose of national education can be read in Law No. 2/1989 concerning the national education system, which is to form a whole person with the spirit of Pancasila, in addition to teaching. Knowledge and intellectual development, teachers must also

pay attention to moral, physical, spiritual, and other developments by the nature of education. The essence of Education in this case is a conscious effort to develop personality and ability/expertise in the dynamics of harmonious organic unity, inside and outside school that lasts a lifetime.

## **2. Kind of Teachers**

A narrower definition is that a teacher is a person whose job is to teach or give lessons in school or the classroom (Idris, 2010). Meanwhile, in the Big Dictionary Indonesian, a teacher is a person whose job (livelihood, profession) is teaching.

### **a. Duties and Responsibilities of Teachers**

The task of educating teachers is related to the transformation of values and personal formation, while the task of teaching is related to the transformation of knowledge and skills in students. According to Suciati (2009) aspects of achievement as a result of educational and teaching activities include cognitive / thinking, affective / feeling aspects, or emotional and psychomotor aspects. In Law Number 14 of 2005 concerning Teachers and Lecturers Article 20, the duties of teachers are:

- a) Planning learning, implementing the quality of the learning process, and assessing and evaluating learning outcomes.
- b) Improve and develop academic qualifications and competencies continuously in line with the development of science, technology and art.
- c) Act objectively and non-discriminatively based on consideration of gender, religion, ethnicity, race, certain physical conditions, or family background, and socioeconomic status, of students in learning. In this case, attention is paid fairly



without distinction. Attention here is not a function, but that is, observation, perception, fantasy, memory, and thought. So, its function provides the possibility and embodiment of activity.

- d) Uphold laws and regulations, laws and teacher codes of ethics, as well as religious and ethical values.
- e) Maintain and build national unity and unity. The teacher has a responsibility, which is the responsibility not only to convey ideas, but the teacher also become a representative of the creative way of life, as a symbol of peace and tranquility in a world of anxiety and persecution.

#### **b. Teachers Competency**

Under the criteria of materials and teaching materials, teachers must have certain competency qualifications following their field of duty and ultimately produce quality graduates. In the opinion of Ilma Nafia & Suyatno, (2020) classify four competencies that must be possessed by teachers, namely,

##### **a) Pedagogic Competence**

Pedagogic competence is the ability to manage learning which includes student understanding, learning design and implementation, learning evaluation, and student development to actualize their various potentials. So deep is the influence of the role of teachers on skill development, namely the ability of SBK teachers to teach art and student skills through learning planning such as providing theory and covert evaluation in teaching and learning activities in the classroom, both directly and indirectly.

##### **b) Personality Competence**

This is the condition of the teacher as an individual who has a steady

personality as an example of an authoritative educator. The competence of this personality covers various aspects, namely having a personality as an exemplary educator, and having attitudes and leadership abilities in a democracy, character interaction in protecting students. So about the influence of the teacher's role in the development of art and skills, namely in providing guidance, teachers must have skills that can be used as role models by students in the classroom. In other words, the good personality of a teacher in teaching will have a good effect on the students he teaches.

#### c) Professional Competence

These professional competencies include; 1) Mastery of learning materials or fields of study including science, technology and art in a sliced and practical manner; 2) Mastery of knowledge and teaching ability to implement it effectively; 3) Mastery of knowledge about how and the learning process and able to guide students effectively with quality; 4) Have professional knowledge and understanding of individual and group behavior in its development period and able to implement it in the learning process for the benefit of students, including guidance activities; 5) Mastering adequate social and general knowledge; 6) Mastering the ability to evaluate student learning outcomes or achievements effectively objectively. So, the influence of the teacher's role on moral development as previously explained, namely the mastery of broad and in-depth science and technology material about the field of study or subject to be studied is given to students using the right instructional system and learning strategies in providing moral development.

#### d) Kompetensi Sosial

The influence of the role of teachers on moral development is the ability of teachers as part of social groups who can communicate effectively and efficiently with student participants, fellow teachers, parents or guardians of students, and the community about providing moral education. Aspects of this competency include; (1) Have commendable behavior with a pleasant attitude and personality in school and public associations. (2) Have the ability to respect and appreciate others, especially students with their strengths and weaknesses. (3) Have noble morals by the religion adhered to. Of the four competencies above, personality competence is the most important directly related to the moral formation of students. Teachers should be role models and set a good example from all sides to students because what we give can be imitated by students.

### **D. The Concept Of Reading**

#### **a. Definition of Reading**

In Indonesia, English reading comprehension is taught at almost all levels of education, from elementary school to high school. However, reading is not taught specifically to students, because reading is only introduced as an activity that students do in class. Reading is an activity that students often do during class, and text is one of the teaching materials in English class, so the reading material that students often read is text. However, most students just read the text quickly and do not fully understand the content of the text.

According to Durkin M, (2022) reading is one of the most basic English skills. English teachers and students alike need to practice these skills. As students

become proficient in reading, they also become proficient in other areas. The process of reading requires the reader to construct meaning from the written text. Reading activities cannot be separated from students' lives and bring many benefits to their daily lives and academic needs. Therefore, reading is an activity that must be familiar from an early age. To achieve optimal results, learning to read and write should begin at an early age.

Then, Wibowo, et al., (2020) argue that students who are proficient in reading skills can easily acquire meaning when reading English texts because their vocabulary is better when viewed in context. Therefore, it is the responsibility of every teacher to emphasize the use of strategies to create something interesting when teaching reading.

From the above definition, researcher conclude that reading is the process of understanding messages in a text. In other words, reading is the process of determining the author's intended meaning from printed or written information. Therefore, this study will analyze teachers' perceptions and challenges in implementing the Merdeka Curriculum in teaching English and only focus on reading skills.

## **b. Kinds of Reading**

According to Solidjonov, (2021) there are two main kinds of reading:

Extensive reading and Intensive Reading

### 1. Extensive Reading

Extensive reading refers to reading for general pleasure and comprehension. The purpose is to read long texts such as novels, newspapers, magazines, online

articles, etc., enjoy the text, and understand the content comprehensively. The emphasis is on reading large amounts of text rather than analyzing every detail. Extensive reading helps improve vocabulary, reading speed, and general reading comprehension.

## 2. Intensive Reading

on the other hand, is reading intensive information to achieve deeper understanding. Concentrate and carefully read short texts such as scientific papers, textbooks, and technical manuals. The goal is to extract detailed information, analyze the content, and understand the text thoroughly. Close reading is often used in academic settings to study a particular topic or topic in depth.

### c. Strategies of Reading

According to Solidjonov, (2021), several strategies can be used to improve reading skills, namely:

#### 1. Previewing

Before reading a text, take a few moments to preview it. Look at the title, headings, subheadings, and any illustrations or graphics. This will give you an overview of the content and help you activate your prior knowledge on the topic.

#### 2. Setting a Purpose

Determine why you are reading the text. Are you reading for general information, to answer specific questions, or to analyze the author's argument? Having a clear purpose in mind will help you stay focused and engaged while reading.

### 3. Skimming

Skimming involves quickly glancing over the text to get a general idea of its content. Read the headings, subheadings, and the first and last sentences of each paragraph. Pay attention to any bold or italicized text. Skimming is useful for quickly identifying the main ideas and overall structure of a text.

### 4. Scanning

Scanning is the act of searching for specific information within a text. Instead of reading every word, move your eyes quickly over the text to locate keywords, numbers, or specific phrases that are relevant to your purpose. Scanning is helpful when you need to find specific details or answers to specific questions.

### 5. Active Reading

Engage with the text actively by highlighting or underlining key points, making notes in the margins, or using sticky notes. This helps you focus on important information, aids in comprehension and allows for easy reference when reviewing the text later.

### 6. Making Connections

Connect the information in the text to your background knowledge and experiences. Relate new information to what you already know to enhance comprehension and retention. Look for connections between ideas within the text as well.

### 7. Summarizing

After reading a section or the entire text, summarize the main ideas in your own words. This helps consolidate your understanding and serves as a useful reference

for future review.

## 8. Asking Questions

Formulate questions about the text while reading. This encourages active engagement and helps you monitor your comprehension. Ask questions about the main ideas, supporting details, author's purpose, or any areas of confusion.

## 9. Vocabulary Building

Pay attention to unfamiliar words and make an effort to understand their meanings. Use context clues, such as surrounding words or sentences, to infer the meanings. Consider keeping a vocabulary journal to record new words and their definitions for future reference.

### **d. Perceptions**

#### **1. Definition of Perception**

According to Kamilatuzzulfa K., (2023) humans are equipped with five types of senses, each of which has a different function, and each can be used properly according to its function. Thus, the notion of perception is information obtained from what he sees, feels, and expresses to explain what he experiences. Perception arises from the influence of the five senses that work simultaneously to observe and evaluate the problems we are facing.

Perception is an understanding and reaction to other people and objects that are seen and felt and everyone has a different perception of what they experience even though the objects are the same. Perception can be interpreted as the process of identifying problems experienced or felt by someone, which can then be expressed through speech or writing and used as a reference for others to identify

the same problem. The process of perception begins with brain stimuli that each person experiences, and it can be said that everything is perceived and expressed according to the stimuli received from the beginning. Researcher can conclude that perception is a state in which a person perceives something new that he encounters and expresses it openly. Therefore, everyone has different perceptions depending on the stimuli and emotions they feel when facing problems faced before

## **2. Types of Perception**

According to Lindawati & Jabu, (2022) perception is divided into two, namely positive and negative perception.

### **a. Positive perception**

Positive perception occurs when a person evaluates something positively, according to his expectations of something or according to a given rule. A person's good perception is based on his satisfaction with the underlying object, as well as his knowledge and experience of the object.

### **b. Negative Perception**

Negative Perception Negative Perception occurs when a person has a negative opinion of something or information that is contrary to established norms and rules. Perceptions may be due to personal dissatisfaction with the subject or lack of personal knowledge or experience. All these factors can give rise to a less favorable opinion. Therefore, it can be concluded that opinions, both good and negative, will always affect a person. The way a person explains all knowledge about something he sees also determines whether his perception is positive or negative.



### 3. Process of Perception

According to Lindawati & Jabu, (2022) perception consists of three processes: selection, organization, and interpretation, which occur sequentially and converge with each other. They are also interactive, each affecting the other two. For example, what we want to see in a given situation influences the way we organize and interpret the situation.

On the other hand, according to Abidin & Suryani, (2020) there are three important things. The components of the perception process namely:

#### 1) Selection

Selection is the process of sensory filtering of more or less external stimuli, their intensity and type.

#### 2) Interpretation

Interpretation is the process of organizing information in a way that makes sense to a particular person. Interpretation is influenced by factors such as experience, intelligence, motivation, personality, and values espoused. The ability to classify the information received, that is, to transform complex information into simple information, is another factor that influences interpretation.

#### 3) Interpretation and perception

These interpretations and perceptions are interpreted and acted upon as they should be. so, Perception is the process of selecting, interpreting, and collecting incoming information. From the above, the researcher can conclude that the perception process is free from physical selection, physiological processes, psychological processes interpretations, and reactions that can be positive or negative.

#### 4. The factors Affecting Perception

According to Toha cited in Nursafitri, (2021) two factors affect a person's perception namely :

##### a) Internal factors

These factors include physical condition, feelings, attitudes, and personality, attention, prejudices, desires or expectations, learning, values and needs, motivation, mental disorders, and interests.

##### b) External factors

These factors include the knowledge and guidance of the other party, namely family, history, information learned, intensity, size, repetition, new and familiar objects, and also information obtained. Such factors cause individuals' perceptions to differ from each other, even though they are actually the same, and affect an individual's understanding of a stimulus or object. Individual differences, personality differences, attitudinal differences, and motivational differences can all be caused by differences in perception. This awareness arises within the individual but is also influenced by experience, learning processes, and knowledge.

#### e. Challenges

##### 1. Definition of challenges

According to Reza et al., (2023) challenges" refer to situations or conditions that are challenging, difficult, or require additional effort to overcome or achieve. Challenges can be physical obstacles, complex problems, difficulties in achieving goals, or situations that require adjustment or innovation. Challenges

often involve uncertainties, changes, or limitations that affect the ability of a person or system to achieve desired results. In a variety of contexts, such as education, business, or everyday life, challenges can arise as opportunities for growth, learning, or capacity building.

## 2. Kinds of Challenges

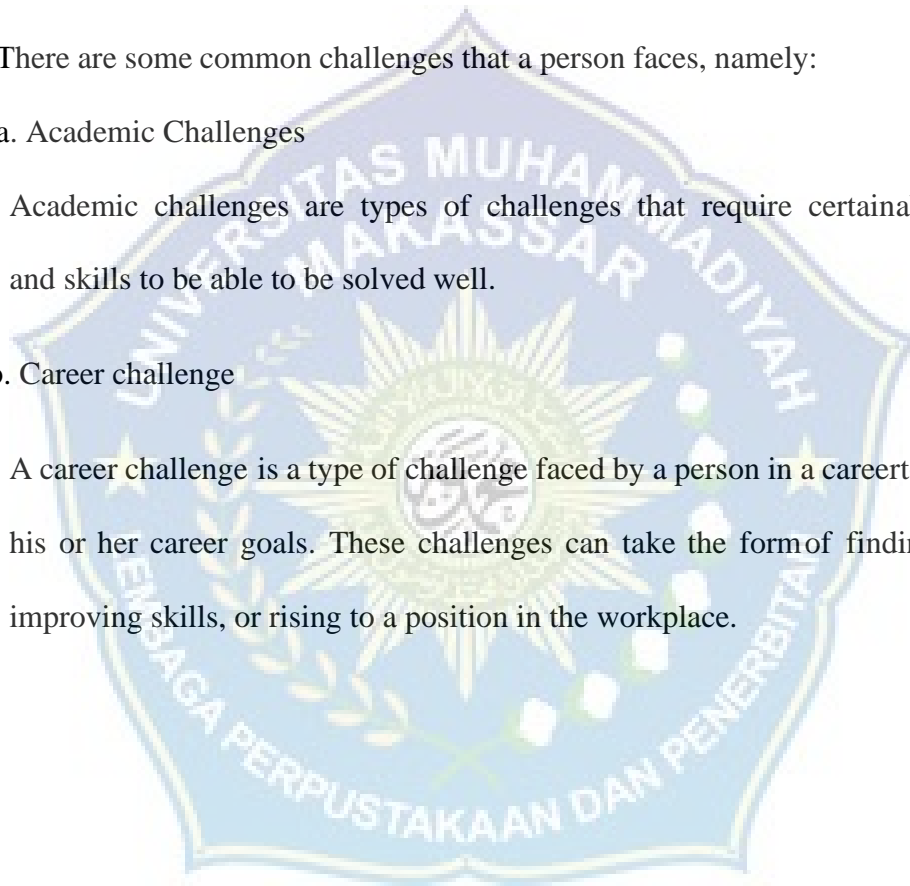
There are some common challenges that a person faces, namely:

### a. Academic Challenges

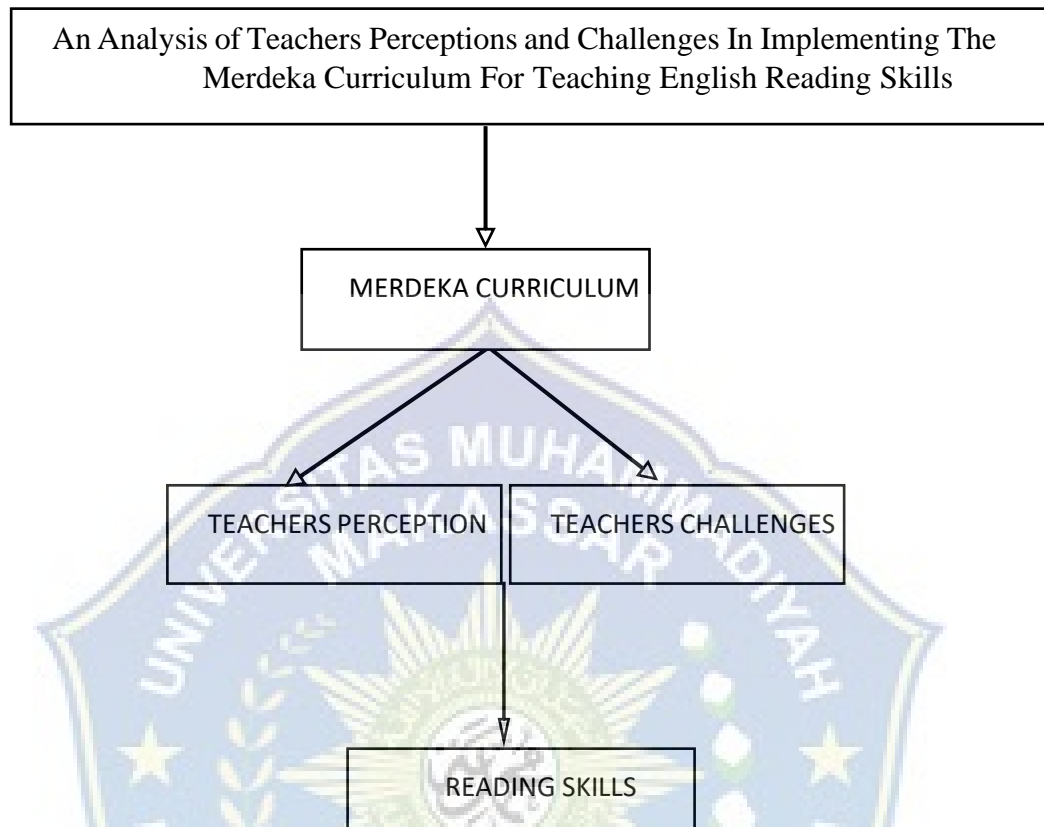
Academic challenges are types of challenges that require certain abilities and skills to be able to be solved well.

### b. Career challenge

A career challenge is a type of challenge faced by a person in a career to achieve his or her career goals. These challenges can take the form of finding a job, improving skills, or rising to a position in the workplace.



## E. Conceptual Framework



*Figure: 2.1 Conceptual Framework*

In this model, the main variable is "Teacher Perception" which represents the teacher's perception of the Merdeka Curriculum. This variable is related to the variable "Implementation" which reflects the level of teacher success in implementing the Merdeka Curriculum. Furthermore, the variable "Challenges" describes the challenges faced by teachers in implementing the Merdeka Curriculum.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This research used mix methods, with Qualitative or Quantitative Descriptive research design to carry out this research. According to Creswell (2007) defines mix methods as research and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or program of inquiry. This design was chosen because this research aimed to describe teachers' perceptions and challenges in implementing the Merdeka Curriculum for learning reading skills.

#### **B. Population and Sample**

##### **1. Population**

The population in this study was all X-grade English teachers at SMA Negeri 1 Gowa, namely, there were three English teachers.

##### **2. Sample**

The sampling technique used in this study is total sampling, where the number of teachers for class X is three English teachers. Thus the entire population is selected as a sample.

## C. Research Instrument

### a. Questionnaire

In this study, the researcher used a questionnaire. According to Sugiyono (2017), a questionnaire is a data collection tool in the form of a series of written questions given to respondents to be answered. Questionnaires can be open-ended, closed-ended, or a combination of both. In this study, the researcher used a Closed Questionnaire. A closed questionnaire is a questionnaire that limits respondents in providing answers with the choices provided. Respondents only need to choose one or several answers that have been provided. With this questionnaire, the researcher can obtain comprehensive data on teacher perceptions in implementing the Merdeka Curriculum in learning reading skills. In this questionnaire, there are 20 statements that respondents must answer. Using a Likert scale.

The scale used in the Questionnaire is the Likert Scale with the following values:

Table 3.1 Liker Scale (Source: Sugiyono 2011, In Pramuaji & Munir,2017)

Category	Score
Strongly disagree (STS)	1
Disagree (TS)	2
Neutral	3
Agree (ST)	4
Strongly Agree (SS)	5

### **b. Interview**

This research also uses interview instruments to dig deeper into the challenges faced by teachers in implementing the Merdeka Curriculum for reading skills learning. According to Sugiyono (2012), interviews are a data collection technique used when researchers want to conduct preliminary studies to find problems and find out things in more depth with a small number of respondents. The type of interview used in this study is a semi-structured interview where the interviewer prepares a list of topics and questions before conducting the interview.

## **D. Data Collection**

In this study, data were obtained from questionnaires and interviews involving three English teachers.

### **a. Questionnaires**

Collecting data through a questionnaire given directly to class X English teachers at SMA Negeri 1 Gowa to provide answers to the statements in the questionnaire using a Likert scale.

### **b. Interview**

conducting face-to-face interviews with grade X teachers by starting with opening questions to build rapport and make respondents feel comfortable. Then the core questions that the interviewer had prepared were asked to explore information about the challenges faced by teachers related to the implementation of the Merdeka curriculum in teaching reading skills.

## **E. Data Analysis**

### **a. Analyzing Questionnaire**

The data analysis technique obtained from the questionnaire was analyzed descriptively using Scala Likert through SPSS, The total score for each respondent was calculated by summing the scores of each statement in the questionnaire. Each statement had a score of 1 to 5 based on the Likert scale.

### **b. Analyzing Interview Data**

This study used descriptive analysis to manage data obtained from Interviews.

The researcher utilized research theories from Gay & Airisan, (2012) cited in Ramadani, (2023).

#### **1. Analysis**

Analysis is the process of examining or investigating an event by using data to find out the true state of affairs. Analysis is usually carried out in the framework of research and data processing. The results of the analysis are expected to help increase understanding and encourage decision-making.

#### **2. Data classification**

Data classification is the process of associating metadata characteristics to each asset in the digital space, to identify the type of data required.



## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Research Findings

This section describes the perceptions and challenges faced by English teachers of grade X at SMA Negeri 1 Gowa consisting of three English teachers. The results of this study were obtained from data collected through questionnaires and direct interviews.

##### 1. Teachers' perceptions based on questionnaire data related to the teaching of reading skills.

Table 4.1 Frequency of Teachers' perceptions based on questionnaire data related to teaching English reading skills.

1. The importance of teachers understanding more deeply about the Merdeka curriculum in designing learning that is in accordance with the principles of the curriculum.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree (ST)	3	100,0	100,0	100,0

The data showed that all 3 respondents agreed with the percentage of 100% of respondents answering "Agree".

2. The Merdeka Curriculum provides opportunities for students to learn to read in a more fun and interesting way, thereby increasing learning motivation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree (ST)	3	100,0	100,0	100,0

The data showed that all respondents agreed with the statement “Merdeka Curriculum provides students with opportunities to learn to read more enjoyably and interestingly”. The percentage showed that 100% of respondents answered ”Agree”.

3. The Merdeka Curriculum emphasizes student-centered learning, paying attention to the needs, interests, and potential of each student in reading.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree (ST)	3	100,0	100,0	100,0

The data showed that all respondents agreed with the statement " The Merdeka Curriculum emphasizes student-centered learning, paying attention to the needs, interests, and potential of each student in reading with the percentage indicating 100%.

4. In the Merdeka curriculum teachers have the freedom to use various learning methods that suit the characteristics of students in reading learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree (ST)	2	66,7	66,7	66,7
	Strongly Agree (SS)	1	33,3	33,3	100,0
	Total	3	100,0	100,0	

The data showed that out of 3 respondents, 2 respondents agreed (66.7%) and 1 respondent strongly agreed (33.3%) with the statement “ The Merdeka Curriculum

gives teachers the freedom to use various learning methods that suit the characteristics of students in reading.”

5. The Merdeka Curriculum encourages the use of reading materials that are relevant and appropriate to students' daily lives to improve understanding and interest in reading.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree (ST)	2	66,7	66,7	66,7
	Strongly Agree (SS)	1	33,3	33,3	100,0
	Total	3	100,0	100,0	

Of the 3 respondents, 2 agreed (66.7%) and 1 strongly agreed (33.3%) with the statement” Merdeka Curriculum encourages the use of reading materials that are relevant and in accordance with students' daily lives to improve reading comprehension and interest” This shows that the Merdeka Curriculum is considered successful in making reading more relevant and interesting for students by connecting it to their daily experiences.

6. In the Merdeka curriculum, teachers can utilize technology as a tool in learning to read to improve students' digital literacy skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree (ST)	2	66,7	66,7	66,7
	Strongly Agree (SS)	1	33,3	33,3	100,0
	Total	3	100,0	100,0	

Of the 3 respondents, 2 respondents agreed (66.7%) and 1 respondent strongly agreed (33.3%) with the statement “ The Merdeka Curriculum allows teachers to utilize technology as a tool in reading learning to improve students'

digital literacy skills.

7. In the Merdeka curriculum, teachers must understand the individual needs of students in reading learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	33,3	33,3	33,3
	Agree (ST)	1	33,3	33,3	66,7
	Strongly Agree (SS)	1	33,3	33,3	100,0
	Total	3	100,0	100,0	

Of the 3 respondents, 1 respondent answered "Neutral" (33.3%), 1 respondent answered "Agree" (33.3%), and 1 respondent answered "Strongly agree" (33.3%) to the statement "teachers must understand the individual needs of students in reading learning."

8. The Merdeka Curriculum encourages teachers to create a learning environment that is responsive to students' individual reading needs and interests.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	66,7	66,7	66,7
	Agree (ST)	1	33,3	33,3	100,0
	Total	3	100,0	100,0	

The data shows that of the three respondents, 2 respondents chose neutral (66.7%) and 1 respondent agreed 33.3% with the statement "The Merdeka Curriculum encourages teachers to create a learning environment that is responsive to the reading needs and interests of individual students."

9. Merdeka Curriculum encourages teachers to use PBL (project-based learning) which allows students to learn actively and collaboratively in reading learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree (ST)	2	66,7	66,7	66,7
	Strongly Agree (SS)	1	33,3	33,3	100,0
	Total	3	100,0	100,0	

Of the 3 respondents, 2 respondents agreed (66.7%) and 1 respondent strongly agreed (33.3%) with the statement “Merdeka Curriculum encourages teachers to use PBL (project-based learning) which allows students to learn actively and collaboratively in reading learning”. This means that there is positive support for the use of PBL (Project-Based Learning) in reading learning in the context of the Merdeka Curriculum.

10. The Merdeka Curriculum emphasizes the importance of creating a positive and supportive learning environment, where students feel valued, encouraged, and motivated to learn."

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree (ST)	3	100,0	100,0	100,0

The data showed that all 3 respondents agreed with the statement “ The Merdeka Curriculum emphasizes the importance of creating a positive and supportive learning environment, where students feel valued, encouraged, and motivated to learn."

11. The Merdeka Curriculum encourages the development of holistic reading skills, including text comprehension, analysis, and interpretation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree (ST)	1	33,3	33,3	33,3
	Strongly Agree (SS)	2	66,7	66,7	100,0
	Total	3	100,0	100,0	

Of the 3 respondents, 1 respondent agreed (33.3%) and 2 respondents strongly agreed (66.7%) with the statement “ The Merdeka Curriculum encourages the development of holistic reading skills, including text comprehension, analysis, and interpretation”. This shows that the Merdeka Curriculum is considered successful in encouraging the development of comprehensive and in-depth reading skills in students.

12. The Merdeka curriculum encourages the use of visual and audio media in reading learning to improve students' understanding of the text.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree (ST)	3	100,0	100,0	100,0

The Merdeka Curriculum encourages the use of visual and audio media in reading learning to improve students' understanding of the text. This shows that the Merdeka Curriculum is considered successful in integrating visual and audio media into reading learning to improve students' understanding. With a percentage of 100% agree.

13. The Merdeka curriculum encourages the development of reflective thinking skills regarding the texts read and relating them to personal experiences.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree (ST)	2	66,7	66,7	66,7
	Strongly Agree (SS)	1	33,3	33,3	100,0
	Total	3	100,0	100,0	

Of the 3 respondents, 2 agreed (66.7%) and 1 strongly agreed (33.3%) with the statement “ The Merdeka Curriculum encourages the development of reflective thinking skills about the texts read and relating them to personal experiences. This shows that the Merdeka Curriculum is considered successful in encouraging students to think critically and reflectively about the texts they read, as well as relating them to their personal experiences.

14. The Merdeka Curriculum encourages teachers to provide emotional support to students in developing reading skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree (ST)	3	100,0	100,0	100,0

The data showed that all respondents agreed with the statement "The Merdeka Curriculum encourages teachers to provide emotional support to students in developing reading skills". This shows that the Merdeka Curriculum is considered successful in emphasizing the importance of emotional support in reading learning, which can help students feel more confident and motivated to learn to read With a percentage of 100% Agree.

15. The Merdeka curriculum encourages teachers to increase creativity in reading, for example by creating interpretations or works based on the texts read.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree (ST)	1	33,3	33,3	33,3
	Strongly Agree (SS)	2	66,7	66,7	100,0
	Total	3	100,0	100,0	

The data shows that 1 in 3 respondents agreed (33.3%) and 2 respondents strongly agreed (66.7%) that the Merdeka Curriculum encourages teachers to increase creativity in reading, for example by making interpretations or works based on the texts read. This shows that the Merdeka Curriculum is considered successful in encouraging teachers to facilitate creative and innovative reading learning, which can help students develop their critical and creative thinking skills.

16. The Merdeka curriculum encourages the provision of constructive feedback on texts read to help students improve their reading skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree (ST)	1	33,3	33,3	33,3
	Strongly Agree (SS)	2	66,7	66,7	100,0
	Total	3	100,0	100,0	

The data shows that 1 in 3 respondents agreed (33.3%) and 2 respondents strongly agreed (66.7%) that the Merdeka Curriculum encourages providing constructive feedback on the texts read to help students improve their reading skills. This shows that the Merdeka Curriculum is considered successful in emphasizing the importance of constructive feedback in reading learning, which can help



students learn from their mistakes and improve their understanding of the text.

17. Teachers facilitate students to choose reading methods that suit their individual learning styles in the Merdeka Curriculum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	33,3	33,3	33,3
	Agree (ST)	2	66,7	66,7	100,0
	Total	3	100,0	100,0	

The data shows that 1 in 3 respondents were neutral (33.3%) and 2 respondents agreed (66.7%) that teachers facilitate students to choose reading methods that suit their learning styles in the Merdeka Curriculum. This shows that the Merdeka Curriculum is considered successful in encouraging teachers to consider students' individual learning styles in reading learning, which can help students learn more effectively and efficiently.

18. The Merdeka Curriculum encourages teachers to provide constructive feedback on texts read to help students improve their reading skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree (ST)	2	66,7	66,7	66,7
	Strongly Agree (SS)	1	33,3	33,3	100,0
	Total	3	100,0	100,0	

The data shows that 2 out of 3 respondents agreed (66.7%) and 1 respondent strongly agreed (33.3%) that the Merdeka Curriculum encourages providing constructive feedback on the texts read to help students improve their reading skills. This shows that the Merdeka Curriculum is considered successful in emphasizing the importance of constructive feedback in reading learning, which can help

students learn from their mistakes and improve their understanding of the text.

19. Teachers provide good examples in reading and demonstrate the importance of reading in everyday life in implementing the Merdeka curriculum.

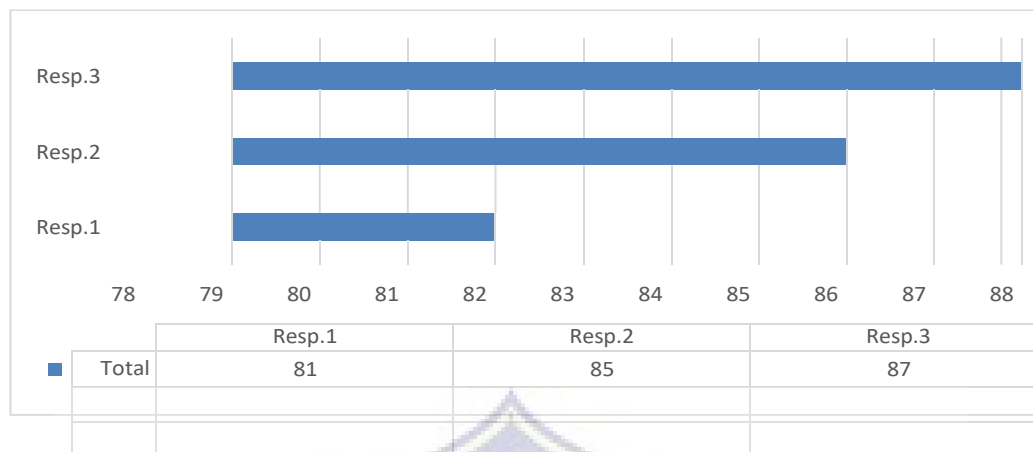
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree (ST)	1	33,3	33,3	33,3
	Strongly Agree (SS)	2	66,7	66,7	100,0
	Total	3	100,0	100,0	

The data shows that 1 in 3 respondents agreed (33.3%) and 2 respondents strongly agreed (66.7%) that teachers provide good examples in reading and show the importance of reading in everyday life in implementing the Merdeka Curriculum. This shows that the Merdeka Curriculum is considered successful in encouraging teachers to be good role models in reading and show the importance of reading in everyday life, which can help motivate students to read more.

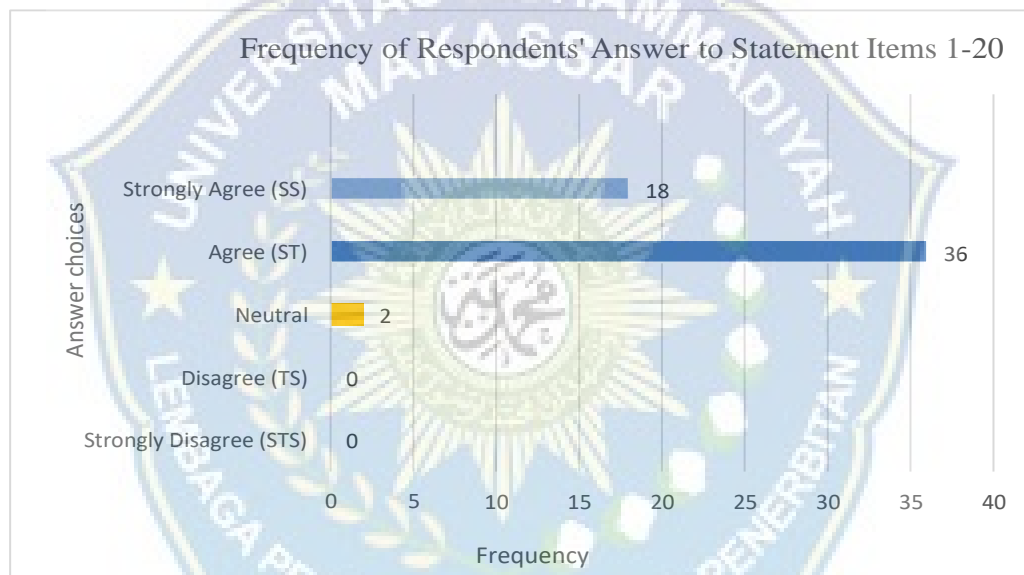
20. Design appropriate evaluation to measure student's progress in reading skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree (SS)	3	100,0	100,0	100,0

The data shows that all 3 respondents strongly agree that the Merdeka Curriculum encourages proper evaluation design to measure students' progress in reading skills. This shows that the Merdeka Curriculum is considered successful in emphasizing the importance of proper evaluation to monitor students' progress in reading, which can help teachers identify areas for improvement and provide timely interventions. with a percentage showing that 100% of respondents agreed.



**Graphic 4.2 Total Score of Respondents**



**Graphic 4.3 Frequency of Respondent Answer to Statement Items 1-20**

Based on the data results above, the Researcher can conclude that teachers have a good understanding of the Merdeka Curriculum in the context of reading learning. In the questionnaire, respondents showed positive support for the Merdeka Curriculum, which means that teachers have a positive perception of the Merdeka curriculum with the majority agreeing or strongly agreeing with the statements submitted. This reflects the teachers' understanding and support for the

implementation of the Merdeka Curriculum in developing students' reading skills.

The principles of the Merdeka Curriculum, such as a student-centered learning approach, attention to the needs, interests, and potential of each student in reading, and an emphasis on the use of reading materials that are relevant and by students' daily lives, are the main highlights in the teachers' positive perception of the Merdeka Curriculum. Each respondent answered 20 statements in the questionnaire using a Likert scale with scores ranging from 1 to 5, allowing for a maximum total score of 100. Thus, this conclusion confirms that teachers have a positive attitude towards the Merdeka Curriculum in the context of reading learning, which is supported by a deep understanding and active support for learning methods that encourage student involvement and increase students' interest in reading.

## **2. Teacher's perceptions on interviews related to the challenges teachers faced in implementing the Merdeka Curriculum in teaching reading skills.**

The results of interviews conducted with three English teacher respondents in SMA Negeri 1 Gowa, class X with five questions to understand the challenges faced in teaching reading skills.

### **Teacher AT**

1. Perception of the Merdeka Curriculum
<i>“Teacher AT views the Merdeka Curriculum as a positive step in education because its flexibility allows teachers to focus more on the needs and interests of students, which is crucial in reading instruction.”</i>
2. Impact of the Merdeka curriculum on learning outcomes
<i>“Teacher AT sees an increase in student motivation in reading since the implementation of the Merdeka Curriculum. Students are more interested in reading materials relevant to everyday life and are more active in discussions.”</i>
3. Levels of student motivation
<i>“Generally, student motivation in reading is quite high. Students are more enthusiastic about engaging and interactive materials. However, there are some students who lack motivation and require special approaches to increase their interest in reading.”</i>

4. Use of Technology
<i>“Teacher AT recognizes the benefits of technology in the Merdeka Curriculum, but they still struggle to optimize the use of digital media, such as applications, in reading instruction.”</i>
5. Challenges
<i>“The challenges faced are how to use technology more effectively in learning and how to increase student motivation for reading.”</i>

### Teacher SH

1. Perception of the Merdeka Curriculum
<i>“Teacher SH sees the Merdeka Curriculum as providing greater freedom for teachers to design creative and innovative learning, which helps increase student interest in reading.”</i>
2. Impact of the Merdeka Curriculum learning outcomes
<i>“Teacher SH sees an improvement in student learning outcomes in reading with the Merdeka Curriculum. Students are more accustomed to reading various types of texts and are more active in learning. However, they still need to find a more effective way to measure students' reading comprehension abilities comprehensively.”</i>
3. Level of student motivation
<i>“Student motivation in reading is quite diverse. Some students are very enthusiastic, while others still need extra encouragement. Teacher SH needs to find a more effective way to motivate all students to be more active in reading.”</i>
4. Use of Technology
<i>“Teacher SH sees technology as very helpful in reading instruction, but they emphasize the importance of direct interaction between teachers and students. They prefer direct interaction with students and giving project-based assignments.”</i>
5. Challenges
<i>“The challenges faced are ensuring that all students have adequate digital skills to utilize technology in reading instruction and ensuring they can use technology effectively to increase student interest in reading”</i>

## Teacher YD

1. Perception of the Merdeka Curriculum
<i>“Teacher YD sees the Merdeka Curriculum as excellent for developing student reading skills because it gives teachers the freedom to choose reading materials that align with student interests.”</i>
2. Impact of the Merdeka Curriculum on learning outcomes
<i>“Teacher YD sees a positive impact of the Merdeka Curriculum on student learning outcomes, especially in reading skills. The flexibility offered allows for a more personalized approach to learning.”</i>
3. Level of student motivation
<i>“Student motivation in reading varies. Some students are very enthusiastic, while others are less interested or enjoy reading. Teacher YD needs to find a more effective way to motivate all students to be active readers.”</i>
4. Use of Technology
<i>“Teacher YD agrees with the Merdeka Curriculum's encouragement of technology in learning. Technology can help teach students to read in a more engaging and effective way. However, they also emphasize the importance of not making students overly reliant on technology and losing their ability to learn independently.”</i>
5. Challenges
<i>“The challenge is finding the right strategies or learning methods for reading instruction. Teacher YD needs to consider appropriate strategies or learning methods before teaching in class, adapting to each student's abilities, and using technology effectively to improve student reading skills.”</i>

This study also aims to identify teacher challenges in implementing the Merdeka Curriculum in reading skills learning. Based on the results of the teacher interviews above, the researcher can conclude that the Merdeka Curriculum has a positive influence on learning. Its flexibility allows teachers to focus more on students' needs and interests, thereby increasing motivation and learning outcomes. However, there are still challenges in motivating all students, especially those who need extra encouragement. Teachers also recognize the benefits of technology in reading learning but need to develop strategies to optimize its use.

The main challenges faced by teachers are related to the effectiveness of

technology use and increasing student motivation in reading. They need to ensure that all students have adequate digital skills and can use technology effectively to increase reading interest. To implement the Merdeka Curriculum effectively and overcome the identified challenges, ongoing professional development is essential. Teachers need to have access to training and resources that equip them with the skills and knowledge to use technology effectively in reading learning. This can include workshops on digital literacy, curriculum design, and innovative teaching strategies. By providing teachers with the necessary support and professional development opportunities, we can improve their ability to create engaging and effective learning experiences for all students.

## **B. Discussion**

This study aims to identify the perceptions of English teachers of grade X of SMA Negeri 1 Gowa regarding the implementation of the Independent Curriculum, especially in learning reading skills, and to identify the challenges they face in its implementation.

### **a. Teachers' Perceptions of the Merdeka Curriculum Related to Teaching Reading Skills**

Based on the results of the research, show a positive perception, this can be seen from the results of the respondent questionnaire with an average of their answers agreeing with the statements given. They understand the main aspects of reading instruction emphasized by the Merdeka curriculum, such as:

- 1) Individual Learning: Teachers recognize the importance of adapting learning to meet the needs and learning styles of each student. This is in line with the student-

centered approach recommended by the Merdeka Curriculum.

- 2) Project-Based Learning: Curriculum Merdeka promotes project-based learning, where students learn actively and are directly involved in solving real-world problems.
- 3) Motivational Strategy: Teachers understand the importance of fostering reading interest and motivating students to engage with texts. They recognize the need to create a stimulating and supportive learning environment to encourage reading activities.
- 4) Technology Utilization: Curriculum Merdeka encourages the use of technology in the learning process. Technology can be used to enrich learning materials, enhance interaction between teachers and students, and facilitate the assessment process.
- 5) Interesting Teaching Methods: Teachers recognize the need to use a variety of interesting teaching methods to accommodate different learning styles and enhance student understanding.
- 6) Constructive Feedback: Teachers recognize the importance of providing regular, constructive feedback to students, helping them identify areas for improvement and develop reading skills.
- 7) Appropriate Reading Materials: Teachers understand the need to select reading materials that are appropriate to students' reading levels, interests, and learning goals.

This finding is supported by previous research by Safitri & Kusumaningtyas (2023), who found that teachers in Indonesia generally have a positive perception of the Merdeka Curriculum, acknowledging its emphasis on student-centered



learning practices and engaging teaching methods. Similarly, Fitri W. A. (2024) found that teachers in secondary schools in Indonesia have a good understanding of the Merdeka Curriculum and the importance of understanding students' individual needs in learning. Furthermore, Widyarningsih, Y. (2023) highlighted the positive impact of the Merdeka Curriculum on students' learning motivation and reading skills. Shadri, R. et.al., (2023) explored teachers' perceptions of the Merdeka Curriculum in Indonesian elementary schools. Their findings showed that teachers generally viewed the curriculum positively, especially its emphasis on student-centered learning and the development of critical thinking skills. Then, Waruwu, D. (2024) examined the impact of the Merdeka Curriculum on student engagement in Indonesian secondary schools. They found that the curriculum's focus on project-based learning and student-led activities positively influenced student engagement and motivation.

#### **b. Challenges Faced by Teachers in Implementing the Merdeka Curriculum**

Despite the positive perception, the study also identified significant challenges teachers face in implementing the Merdeka Curriculum to teach English reading. These challenges include:

- 1) **Difficulty Integrating Technology:** Teachers have difficulties finding the right resources and methods to use technology effectively to improve students' reading skills, in the learning process teachers only use projectors. This highlights the need for greater support in technology integration and professional development. Previous research by Reza, F. et.al (2023) also showed that teachers in Indonesia face challenges in integrating technology into learning, especially in the context of the

Merdeka Curriculum. This finding emphasizes the importance of adequate training and resources to support teachers in overcoming the challenges of technology integration in learning.

2) Adapting Teaching Materials and Strategies: Teachers find it difficult to adapt teaching materials and strategies to the diverse needs and learning styles of students. This emphasizes the importance of providing resources and training for teachers to implement differentiated learning effectively.

A study by Damayanti & Muhorji (2018) also highlighted the challenges faced by teachers in adapting teaching materials and strategies to students' individual needs. The results of this study indicate the need for a more differentiated and personalized approach to learning, especially in the context of the Merdeka Curriculum. Ndari, W., & Mahmudah, F. N. (2023) investigated teachers' challenges in implementing the Merdeka Curriculum in Indonesian secondary schools. Their study found that teachers faced issues of inadequate resources, inadequate training, and lack of support from school administrators. Additionally, Halawa, M. (2024) examined the impact of the Merdeka Curriculum on teachers' workload and stress levels. Their findings revealed that teachers experienced increased workload and stress due to the curriculum's emphasis on student-centered learning and project-based activities.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. CONCLUSIONS

Based on the results of the research and discussion that has been presented in the previous chapter, the researcher concludes as follows:

- 1) The results and discussion support the conclusion that English teachers of grade X at SMA Negeri 1 Gowa have a positive perception of the Independent Curriculum. They understand and support the main principles of the Merdeka Curriculum, such as student-centered learning, project-based learning, and the use of interesting learning methods.
- 2) The challenges faced by teachers in implementing the Independent Curriculum for teaching reading skills are the difficulties in integrating technology. Teachers also face challenges in adapting teaching materials and learning strategies to the diverse needs and learning styles of students.

#### B. Suggestions

Based on the results of the research and the conclusions obtained, the researcher gave the following suggestions:

1. To keep students engaged in learning, teachers should choose interesting teaching methods and integrate technology into the learning process. In addition, teachers should also motivate students about the importance of improving their reading skills.

2. This study focuses on the perceptions and challenges faced by teachers in implementing the Merdeka curriculum in teaching reading skills. This study can be an additional reference for further researchers who want to research the effectiveness of the Merdeka curriculum on students' overall English language skills.



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### A. 1 APPENDIX A: Instrument

Read the statements in the following table. Then give a sign (√) on the answer that best suits your perceived circumstances.

Ket:

- 1) Strongly disagree (STS)
- 2) Disagree (TS)
- 3) Neutral
- 4) Agree (ST)
- 5) Strongly agree (SS)

No	STATEMENT	ANSWER CHOICES				
		Strongly Disagree (STS)	Disagree (TS)	Neutral	Agree (ST)	Strongly Agree (SS)
		1	2	3	4	5
1.	The importance of teachers understanding more deeply about the merdeka curriculum in designing learning that is in accordance with the principles of the curriculum					
2.	The Merdeka Curriculum provides opportunities for students to learn to read in a more fun and interesting way, thereby increasing learning motivation.					
3.	The Merdeka Curriculum emphasizes student-centered					

	learning, paying attention to the needs, interests, and potential of each student in reading					
4.	The Merdeka curriculum, teachers have the freedom to use various learning methods that suit the characteristics of students in reading learning.					
5.	The Merdeka Curriculum encourages the use of reading materials that are relevant and appropriate to students' daily lives to improve understanding and interest in reading					
6.	In the Merdeka curriculum, teachers can utilize technology as a tool in learning to read to improve students' digital literacy skills.					
7.	In the Merdeka curriculum, teachers must understand the individual needs of students in reading learning.					
8.	The Merdeka Curriculum encourages teachers to create a learning environment that is responsive to students' individual reading needs and					

	interests.					
9.	Merdeka Curriculum encourages teachers to use PBL (project-based learning) which allows students to learn actively and collaboratively in reading learning.					
10.	The Merdeka Curriculum emphasizes the importance of creating a positive and supportive learning environment, where students feel valued, encouraged, and motivated to learn."					
11.	The Merdeka Curriculum encourages the development of holistic reading skills, including text comprehension, analysis, and interpretation.					
12.	The Merdeka curriculum encourages the use of visual and audio media in reading learning to improve students' understanding of the text.					
13.	The Merdeka curriculum encourages the development of reflective thinking skills regarding the texts read and relating them to personal experiences.					

14.	The Merdeka Curriculum encourages teachers to provide emotional support to students in developing reading skills.					
15.	The Merdeka curriculum encourages teachers to increase creativity in reading, for example by creating interpretations or works based on the texts read					
16.	The Merdeka curriculum encourages the provision of constructive feedback on texts read to help students improve their reading skills.					
17.	Teachers facilitate students to choose reading methods that suit their individual learning styles in the Merdeka Curriculum.					
18.	The Merdeka Curriculum encourages teachers to provide constructive feedback on texts read to help students improve their reading skills.					
19.	Teachers provide good examples in reading and demonstrate the					

20.	importance of reading in everyday life in implementing the Merdeka curriculum.  Design appropriate evaluation to measure student's progress in reading skills					
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(Adopted and Modified from: Rizaldi (2022))

No.	Interview question list
1.	What do you think about the Merdeka curriculum, in learning students' reading skills?
2.	How does the Merdeka curriculum affect students' learning outcomes, especially in learning their reading skills?
3.	What do you think is the level of student motivation following the Merdeka curriculum, especially in reading?
4.	What do you think about the Merdeka curriculum that emphasizes the use of technology in the learning process?
5.	In your opinion, what are the challenges you might face, based on the principles of the Merdeka curriculum, especially in learning reading skills?

## A. 2 Appendix A: Result of Questionnaire

Read the statements in the following table. Then give a sign (√) on the answer that best suits your perceived circumstances.

Ket:

- 1) Strongly disagree (STS)
- 2) Disagree (TS)
- 3) Neutral
- 4) Agree (ST)
- 5) Strongly agree (SS)

Name: AT

No	STATEMENT	ANSWER CHOICES				
		Strongly Disagree (STS)	Disagree (TS)	Neutral	Agree (ST)	Strongly Agree (SS)
		1	2	3	4	5
1.	The importance of teachers understanding more deeply about the merdeka curriculum in designing learning that is in accordance with the principles of the curriculum				√	
2.	The Merdeka Curriculum provides opportunities for students to learn to read in a more fun and interesting way, thereby increasing learning motivation.				√	
3.	The Merdeka Curriculum emphasizes student-centered learning, paying attention to the needs, interests, and potential of each student in reading				√	
4.	The Merdeka curriculum, teachers have the freedom to use various learning methods that suit the characteristics of				√	

	students in reading learning.					
5.	The Merdeka Curriculum encourages the use of reading materials that are relevant and appropriate to students' daily lives to improve understanding and interest in reading				√	
6.	In the Merdeka curriculum, teachers can utilize technology as a tool in learning to read to improve students' digital literacy skills.				√	
7.	In the Merdeka curriculum, teachers must understand the individual needs of students in reading learning.			√		
8.	The Merdeka Curriculum encourages teachers to create a learning environment that is responsive to students' individual reading needs and interests.			√		
9.	Merdeka Curriculum encourages teachers to use PBL (project-based learning) which allows students to learn actively and collaboratively in reading learning.				√	
10.	The Merdeka Curriculum emphasizes the importance of creating a positive and supportive learning environment, where students feel valued, encouraged, and motivated to learn."				√	
11.	The Merdeka Curriculum encourages the development of holistic reading skills, including text comprehension, analysis, and interpretation.					√
12.	The Merdeka curriculum					



	encourages the use of visual and audio media in reading learning to improve students' understanding of the text.					√
13.	The Merdeka curriculum encourages the development of reflective thinking skills regarding the texts read and relating them to personal experiences.				√	
14.	The Merdeka Curriculum encourages teachers to provide emotional support to students in developing reading skills.					√
15.	The Merdeka curriculum encourages teachers to increase creativity in reading, for example by creating interpretations or works based on the texts read				√	
16.	The Merdeka curriculum encourages the provision of constructive feedback on texts read to help students improve their reading skills.					√
17.	Teachers facilitate students to choose reading methods that suit their individual learning styles in the Merdeka Curriculum.			√		
18.	The Merdeka Curriculum encourages teachers to provide constructive feedback on texts read to help students improve their reading skills.					√
19.	Teachers provide good examples in reading and demonstrate the importance of reading in everyday life in implementing the Merdeka curriculum.					√
20.	Design appropriate evaluation to measure student's progress in reading				√	

skills.						
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Read the statements in the following table. Then give a sign (√) on the answer that best suits your perceived circumstances.

Ket:

- 1) Strongly disagree (STS)
- 2) Disagree (TS)
- 3) Neutral
- 4) Agree (ST)
- 5) Strongly agree (SS)

Name: SH

No	STATEMENT	ANSWER CHOICES				
		Strongly Disagree (STS)	Disagree (TS)	Neutral	Agree (ST)	Strongly Agree (SS)
		1	2	3	4	5
1.	The importance of teachers understanding more deeply about the merdeka curriculum in designing learning that is in accordance with the principles of the curriculum				√	
2.	The Merdeka Curriculum provides opportunities for students to learn to read in a more fun and interesting way, thereby increasing learning motivation.				√	

3.	The Merdeka Curriculum emphasizes student-centered learning, paying attention to the needs, interests, and potential of each student in reading				√	
4.	The Merdeka curriculum, teachers have the freedom to use various learning methods that suit the characteristics of students in reading learning.				√	
5.	The Merdeka Curriculum encourages the use of reading materials that are relevant and appropriate to students' daily lives to improve understanding and interest in reading					√
6.	In the Merdeka curriculum, teachers can utilize technology as a tool in learning to read to improve students' digital literacy skills.				√	
7.	In the Merdeka curriculum, teachers must understand the individual needs of students in reading learning.					√
8.	The Merdeka Curriculum encourages teachers to create a learning environment that is responsive to students' individual reading needs and interests.			√		
9.	Merdeka Curriculum encourages teachers to use PBL (project-based learning) which allows students to learn actively and collaboratively in reading learning.				√	
10.	The Merdeka Curriculum emphasizes the importance of creating a positive and supportive learning environment, where students feel valued, encouraged, and motivated to learn."				√	

11.	The Merdeka Curriculum encourages the development of holistic reading skills, including text comprehension, analysis, and interpretation.					√
12.	The Merdeka curriculum encourages the use of visual and audio media in reading learning to improve students' understanding of the text.					√
13.	The Merdeka curriculum encourages the development of reflective thinking skills regarding the texts read and relating them to personal experiences.					√
14.	The Merdeka Curriculum encourages teachers to provide emotional support to students in developing reading skills.					√
15.	The Merdeka curriculum encourages teachers to increase creativity in reading, for example by creating interpretations or works based on the texts read					√
16.	The Merdeka curriculum encourages the provision of constructive feedback on texts read to help students improve their reading skills.					√
17.	Teachers facilitate students to choose reading methods that suit their individual learning styles in the Merdeka Curriculum.					√
18.	The Merdeka Curriculum encourages teachers to provide constructive feedback on texts read to help students improve their reading skills.					√
19.	Teachers provide good examples in reading and					√

	demonstrate the importance of reading in everyday life in implementing the Merdeka curriculum.					
20.	Design appropriate evaluation to measure student's progress in reading skills					√

Read the statements in the following table. Then give a sign (√) on the answer that best suits your perceived circumstances.

Ket:

- 1) Strongly disagree (STS)
- 2) Disagree (TS)
- 3) Neutral
- 4) Agree (ST)
- 5) Strongly agree (SS)

Name: YD

		ANSWER CHOICES				
No	STATEMENT	Strongly Disagree (STS)	Disagree (TS)	Neutral	Agree (ST)	Strongly Agree (SS)
		1	2	3	4	5
1.	The importance of teachers understanding more deeply about the merdeka curriculum in designing learning that is in accordance with the principles of the curriculum				√	
2.	The Merdeka Curriculum provides opportunities for					

	students to learn to read in a more fun and interesting way, thereby increasing learning motivation.				√	
3.	The Merdeka Curriculum emphasizes student-centered learning, paying attention to the needs, interests, and potential of each student in reading				√	
4.	The Merdeka curriculum, teachers have the freedom to use various learning methods that suit the characteristics of students in reading learning.				√	
5.	The Merdeka Curriculum encourages the use of reading materials that are relevant and appropriate to students' daily lives to improve understanding and interest in reading				√	
6.	In the Merdeka curriculum, teachers can utilize technology as a tool in learning to read to improve students' digital literacy skills.				√	
7.	In the Merdeka curriculum, teachers must understand the individual needs of students in reading learning.			√		
8.	The Merdeka Curriculum encourages teachers to create a learning environment that is responsive to students' individual reading needs and interests.			√		
9.	Merdeka Curriculum encourages teachers to use PBL (project-based learning) which allows students to learn actively and collaboratively in reading learning.				√	
10.	The Merdeka Curriculum					

	emphasizes the importance of creating a positive and supportive learning environment, where students feel valued, encouraged, and motivated to learn."				√	
11.	The Merdeka Curriculum encourages the development of holistic reading skills, including text comprehension, analysis, and interpretation.					√
12.	The Merdeka curriculum encourages the use of visual and audio media in reading learning to improve students' understanding of the text.					√
13.	The Merdeka curriculum encourages the development of reflective thinking skills regarding the texts read and relating them to personal experiences.				√	
14.	The Merdeka Curriculum encourages teachers to provide emotional support to students in developing reading skills.					√
15.	The Merdeka curriculum encourages teachers to increase creativity in reading, for example by creating interpretations or works based on the texts read				√	
16.	The Merdeka curriculum encourages the provision of constructive feedback on texts read to help students improve their reading skills.					√
17.	Teachers facilitate students to choose reading methods that suit their individual learning styles in the Merdeka Curriculum.			√		
18.	The Merdeka Curriculum encourages teachers to					√

	provide constructive feedback on texts read to help students improve their reading skills.					
19.	Teachers provide good examples in reading and demonstrate the importance of reading in everyday life in implementing the Merdeka curriculum.					√
20.	Design appropriate evaluation to measure student's progress in reading skills.				√	

### A.3 Transcript Result Interview

#### Teacher AT

1. What do you think about the Merdeka curriculum, in learning students' reading skills?

“Saya melihat Kurikulum Merdeka sebagai langkah positif dalam pendidikan. Fleksibilitasnya memungkinkan kita untuk lebih fokus pada kebutuhan dan minatnya siswa, dan itu sangat penting dalam pembelajaran membaca. jadi Siswa bisa belajar dengan cara yang lebih menarik dan sesuai dengan gaya belajar mereka.”

2. How does the Merdeka curriculum affect students' learning outcomes, especially in learning their reading skills?

“Saya melihat peningkatan motivasi siswa dalam membaca sejak penerapan Kurikulum Merdeka. Jadi, Mereka lebih tertarik dengan bahan bacaan yang relevan dengan kehidupan sehari-hari dan lebih aktif juga dalam berdiskusi”.



3. What do you think is the level of student motivation following the Merdeka curriculum, especially in reading?

“Secara umum, motivasi siswa dalam membaca cukup tinggi. Jadi, seperti yang saya katakan tadi, Mereka lebih antusias dengan materi yang menarik dan interaktif. Namun, saya masih menemukan beberapa siswa yang kurang termotivasi dan membutuhkan pendekatan khusus untuk meningkatkan minat baca mereka.”

4. What do you think about the Merdeka curriculum that emphasizes the use of technology in the learning process?

“Jadi, menurut saya, Pemanfaatan teknologi dalam Kurikulum Merdeka sangat membantu. Siswa lebih mudah mengakses informasi dan sumber belajar digital. Namun, ketika saya melakukan proses pembelajaran, saya lebih sering menggunakan teknologi seperti proyektor dan tv saja dikelas. Dan untuk menggunakan media digital seperti aplikasi dalam pembelajaran reading, itu menjadi salah satu kesulitan saya. Jadi saya masih mencari cara yang tepat untuk mengoptimalkan penggunaan media digital dalam pembelajaran membaca”.

5. In your opinion, what are the challenges you might face, based on the principles of the Merdeka curriculum, especially in learning reading skills?

“Berbicara mengenai tantangan, mungkin saya lebih ke bagaimana saya bisa lebih efektif menggunakan teknologi dalam pembelajaran ya, dan juga bagaimana saya bisa lebih meningkatkan motivasi siswa untuk membaca” mungkin itu saja dari saya.

### Teacher SH

1. What do you think about the Merdeka curriculum, in learning students' reading skills?

“Kurikulum Merdeka memberikan kebebasan yang lebih besar bagi guru untuk merancang pembelajaran yang kreatif dan inovatif. Jadi, ini sangat membantu dalam meningkatkan minat baca siswa, karena kita bisa memilih bahan bacaan yang lebih relevan dan menarik bagi mereka.”

2. How does the Merdeka curriculum affect students' learning outcomes, especially in learning their reading skills?

“Saya melihat hasil belajar siswa dalam membaca meningkat dengan Kurikulum Merdeka. Jadi, Mereka lebih terbiasa membaca berbagai jenis teks dan lebih aktif dalam pembelajaran. Namun, saya masih perlu menemukan cara yang lebih efektif untuk mengukur kemampuan membaca mereka secara komprehensif.”

3. What do you think is the level of student motivation following the Merdeka curriculum, especially in reading?

“Jadi, Motivasi siswa dalam membaca cukup beragam. Beberapa siswa sangat antusias, sementara yang lain masih membutuhkan dorongan ekstra. Jadi, Saya perlu menemukan cara yang lebih efektif untuk memotivasi semua siswa agar mereka lebih aktif dalam membaca.”

4. What do you think about the Merdeka curriculum that emphasizes the use of technology in the learning process?

“Menurut saya, Teknologi sangat membantu dalam pembelajaran membaca. Jadi, Siswa bisa mengakses berbagai macam buku dan sumber belajar digital.

Namun, kita juga perlu memastikan bahwa penggunaan teknologi tidak menggantikan interaksi langsung antara guru dan siswa. Dan ketika saya mengajar dikelas, saya jarang sekali memakai teknologi, saya lebih suka melakukan interaksi langsung dengan siswa dan dalam pembelajaran siswa lebih tertarik ketika diberi tugas berbasis projek.”

5. In your opinion, what are the challenges you might face, based on the principles of the Merdeka curriculum, especially in learning reading skills?

“Kalau tantangan saya mungkin lebih ke teknologi, ya. Saya juga perlu memastikan bahwa semua siswa memiliki kemampuan digital yang memadai untuk memanfaatkan teknologi dalam pembelajaran membaca. Dan Saya juga perlu memastikan bahwa saya dapat menggunakan teknologi secara efektif untuk meningkatkan minat baca siswa”

**Teacher YD**

1. What do you think about the Merdeka curriculum, in learning students' reading skills?

Menurut saya, Kurikulum Merdeka ini bagus banget buat ngembangin kemampuan membaca siswa. Jadi, saya bisa lebih bebas milih bahan bacaan yang sesuai sama minat mereka. Dulu, saya terikat sama buku pelajaran, sekarang saya bisa ngasih bacaan yang lebih variatif, kayak novel, cerpen, atau artikel online. Membuat anak-anak jadi lebih semangat baca, deh.”

2. How does the Merdeka curriculum affect students' learning outcomes, especially in learning their reading skills?

“Menurut saya, Kurikulum Merdeka memberikan dampak positif terhadap hasil

belajar siswa, terutama pada keterampilan membaca. Dengan adanya fleksibilitas yang ditawarkan, kita bisa lebih personal dalam belajar. Sekarang, kita bisa memilih bahan bacaan yang lebih menarik dan relevan dengan minat siswa, sehingga mereka lebih termotivasi untuk membaca.”

3. What do you think is the level of student motivation following the Merdeka curriculum, especially in reading?

“Jadi, Motivasi siswa itu dalam membaca bervariasi. Beberapa siswa sangat antusias, sementara yang lain kurang tertarik atau suka membaca ya. Jadi Saya perlu menemukan cara yang lebih efektif untuk memotivasi semua siswa agar mereka aktif membaca.”

4. What do you think about the Merdeka curriculum that emphasizes the use of technology in the learning process?

“Saya setuju banget sama Kurikulum Merdeka yang nge-dorong penggunaan teknologi dalam pembelajaran. Jadi, Teknologi bisa bantu kita ngajarin siswa membaca dengan cara yang lebih menarik dan efektif. Misalnya, saya bisa ngasih mereka latihan membaca online, nonton video edukatif, atau nge-explore website yang berisi bahan bacaan yang menarik. itu membuat mereka jadi lebih aktif dan tertarik belajar. Tapi saya juga mesti hati-hati dalam memilih dan menggunakan teknologi karena saya tidak mau siswa terlalu bergantung sama teknologi dan kehilangan kemampuan belajar secara mandiri”.

5. In your opinion, what are the challenges you might face, based on the principles of the Merdeka curriculum, especially in learning reading skills?

“Kalau tantangan saya mungkin, strategi atau metode belajar yang tepat untuk

pembelajaran reading. Jadi, kita sebagai guru harus memikirkan strategi atau metode pembelajaran yang tepat sebelum mengajar dikelas. Melihat siswa-siswa sekarang kan beda-beda, ada yang cepet ngerti, ada yang butuh waktu lama. Kita harus bisa ngasih mereka belajar sesuai kemampuan mereka masing-masing. Terus, kita juga harus kreatif biar siswa tetep semangat belajar. Bukan cuma disuruh baca buku terus. Untungnya, sekarang ada teknologi yang bisa bantu, kayak aplikasi belajar baca yang bisa disesuaikan dengan kemampuan siswa. tapi tetep, kita harus bisa ngatur strategi dan metode belajar yang tepat, termasuk memanfaatkan teknologi, supaya siswa-siswa bisa meningkatkan keterampilan membacanya”.



#### A.4 List Name of Sample

No	Name	Gender	Subject
1.	A.T	Laki- Laki	Bahasa Inggris
2.	SH	Perempuan	Bahasa Inggris
3.	Y.D	Perempuan	Sastra Inggris



### A. 5 Data Descriptive Statistic of the teacher's perception Based on IBM STATISTIC SPSS27 SOFWARE

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
1. Teachers play an important role in helping students improve their reading skills	3	4	4	12	4,00	,000	,000
2. Teachers must understand students' individual needs in learning to reading skills	3	4	4	12	4,00	,000	,000
3. Teachers must motivate students to read more outside class hours	3	4	4	12	4,00	,000	,000
4. Using various interesting teaching methods to increase students' interest in reading	3	4	5	13	4,33	,577	,333
5. Provide constructive feedback to help students increase student interest in reading	3	4	5	13	4,33	,577	,333
6. Creating a learning environment that is supportive and conducive to learning reading	3	4	5	13	4,33	,577	,333
7. Understand students' reading ability levels and provide appropriate reading materials	3	3	5	12	4,00	1,000	1,000
8. Provide challenges that are appropriate to students' reading skills to encourage their learning growth	3	3	4	10	3,33	,577	,333
9. Teachers provide good examples in reading and show the importance of reading in everyday life	3	4	5	13	4,33	,577	,333
10. Actively involve students in the discussion and analysis of reading texts	3	4	4	12	4,00	,000	,000
11. The need to integrate technology in reading learning will increase student engagement	3	4	5	14	4,67	,577	,333
12. Provide additional guidance to students who have difficulty reading	3	4	4	12	4,00	,000	,000
13. Paying attention to students' learning styles in designing reading lessons	3	4	5	13	4,33	,577	,333
14. Providing opportunities for students to share their understanding and views on reading learning	3	4	4	12	4,00	,000	,000
15. Teachers need to provide emotional support to students in developing reading skills	3	4	5	14	4,67	,577	,333
16. Provide sufficient time for students to read and understand the text	3	4	5	14	4,67	,577	,333
17. Pay attention to the development of individual students' reading skills	3	3	4	11	3,67	,577	,333
18. Pay attention to the needs of students who may have difficulties in reading	3	4	5	13	4,33	,577	,333
19. Growing students' self-confidence and independence in teaching reading	3	5	5	15	5,00	,000	,000
20. Design appropriate evaluations to measure student progress in reading skills	3	4	5	14	4,67	,577	,333
TOTAL	3	81	87	253	84,33	3,055	9,333
Valid N (listwise)	3						

## APPENDIX B

B.1 Surat Keterangan Bebas Plagiat.

B.2 Surat Pengantar Penelitian dari Fakultas

C.3 Surat Pengantar Penelitian dari LP3M

C.4 Surat dari PTSP

C.5 Kartu Kontrol penelitian

C.6 Surat Selesai Meneliti

C.7 LOA







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Nama : Ririn Asta Rina

Nim : 105351104220

Program Studi : Pendidikan Bahasa Inggris

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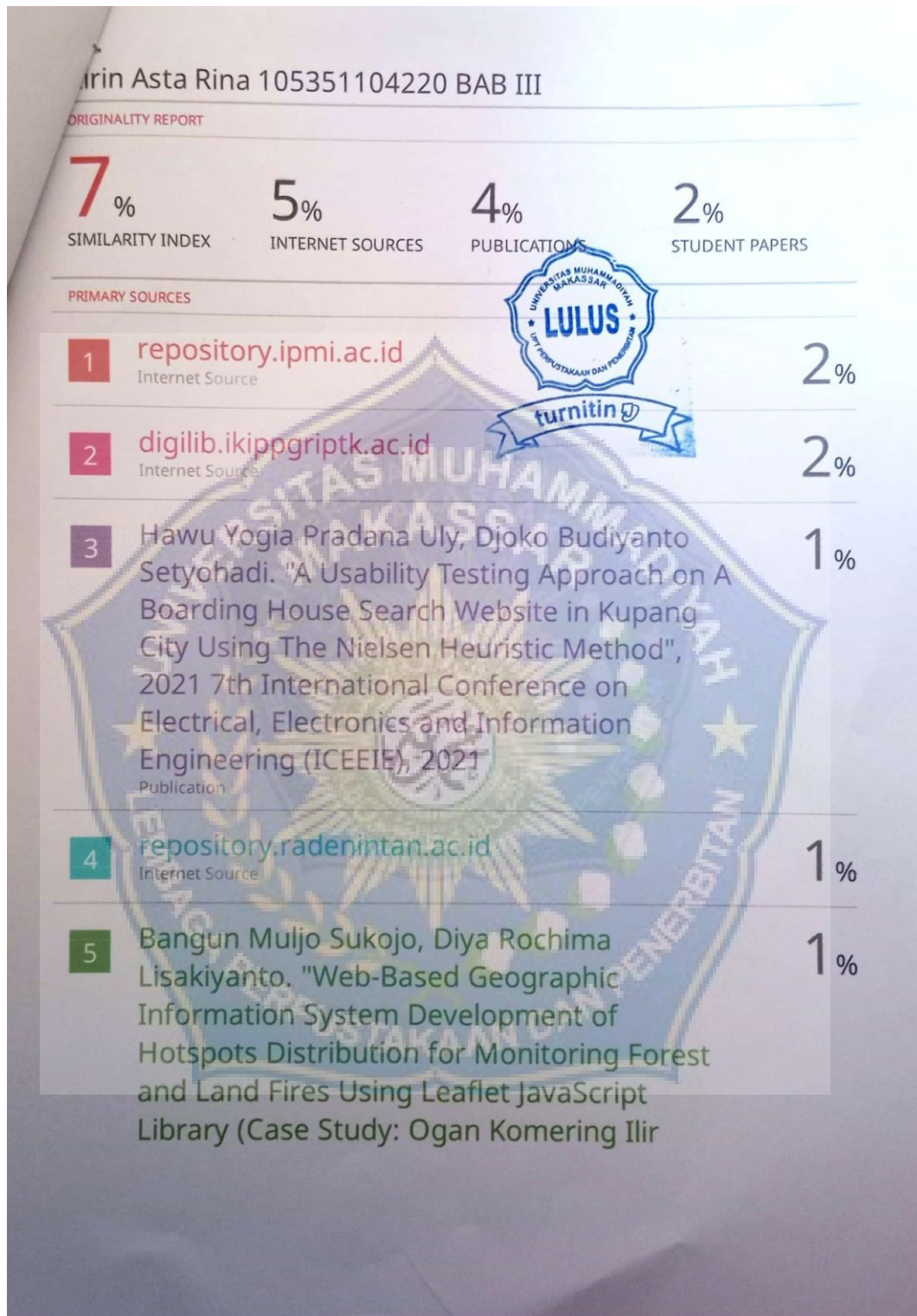
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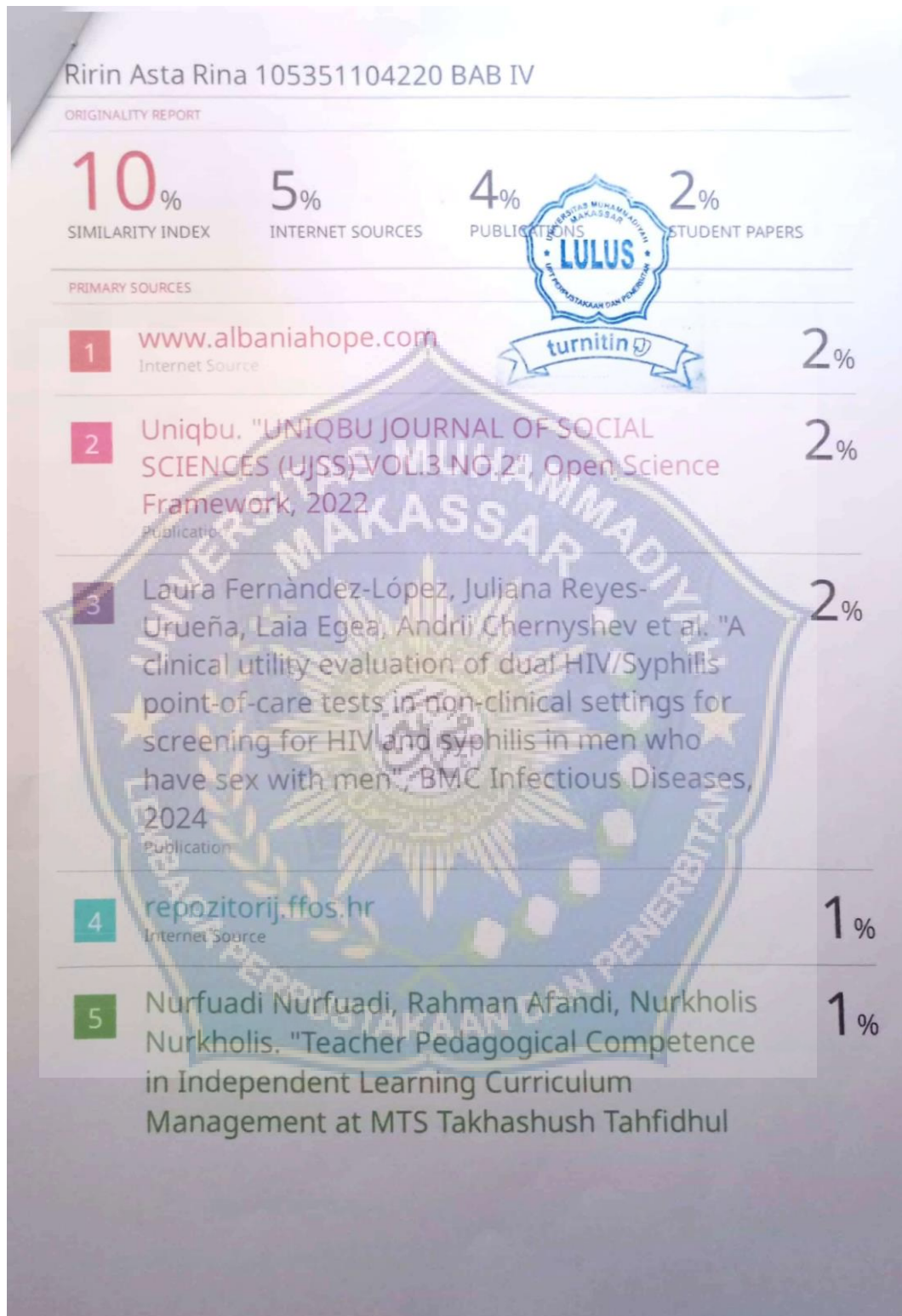
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Perihal : Pengantar Penelitian

Kepada Yang Terhormat  
Ketua LP3M Unismuh Makassar  
Di -  
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*Assalamu Alaikum Warahmatullahi Wabarakatuh*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : RIRIN ASTA RINA  
Stambuk : 105351104220  
Program Studi : Pendidikan Bahasa Inggris  
Tempat/ Tanggal Lahir : Dallembua / 06-05-2001  
Alamat : Btn aura permai

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: An analysis of teachers perception and challenges in implementing the merdeka curriculum for teaching english reading skills

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumallahu Khaeran Katsiraan.*

*Wassalamu Alaikum Warahmatullahi Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H  
07 Juni 2024 M

Dekan



Erwin Akib, M.Pd., Ph.D.  
NBM. 860 934



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Nomor : 4449/05/C.4-VIII/VI/1445/2024  
Lamp : 1 (satu) Rangkap Proposal  
Hal : Permohonan Izin Penelitian

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02 Dzulhijjah 1445

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan  
di -

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Nama : **RIRIN ASTA RINA**  
No. Stambuk : **10535 1104220**  
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**  
Jurusan : **Pendidikan Bahasa Inggris**  
Pekerjaan : **Mahasiswa**

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

**"AN ANALYSIS OF TEACHERS PERCEPTION AND CHALLENGES IN IMPLEMENTING THE MERDEKA CURRICULUM FOR TEACHING ENGLISH READING SKILLS"**

Yang akan dilaksanakan dari tanggal 12 Juni 2024 s/d 12 Agustus 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

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Nomor Pokok	: 105351104220
Program Studi	: Pend.Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Jl. Sit Alauddin, No. 259 Makassar

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**" AN ANALYSIS OF TEACHERS PERCEPTION AND CHALLENGES IN IMPLEMENTING THE MERDEKA CURRICULUM FOR TEACHING ENGLISH READING SKILLS AT SMA NEGERI 1 GOWA "**

Yang akan dilaksanakan dari : Tgl. **12 Juni s.d 12 Agustus 2024**

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

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar  
Pada Tanggal 08 Juni 2024

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Nama Mahasiswa : *Priska Nur Sifa*  
NIM : 105351104220  
Judul Penelitian : *An analysis of teachers perception and challenges in implementing the merdeka curriculum for teaching english reading skills At SMA Negeri 1Gowa.*  
Tanggal Ujian Proposal : 17 Mei 2024  
Tempat Lokasi Penelitian : SMA Negeri 1 Gowa

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	<i>Selasa/16/June/2024</i>	<i>Pengisian kuisioner</i>	Ahmad Tajuddin, S.Pd	<i>[Signature]</i>
2	"	<i>Interview</i>	Ahmad Tajuddin, S.Pd	<i>[Signature]</i>
3	<i>Rabu/24/June/2024</i>	<i>Pengisian kuisioner</i>	Hj. Syamsiah, S.Pd., M.M	<i>[Signature]</i>
4	"	<i>Interview</i>	Hj. Syamsiah, S.Pd., M.M	<i>[Signature]</i>
5	<i>Senin/19/June/2024</i>	<i>Pengisian kuisioner</i>	Yuliana Diansari, SS.	<i>[Signature]</i>



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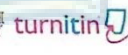
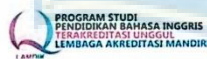
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Nomor. 070-998-UPT SMAN 1 GOWA/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT SMAN 1 Gowa Menerangkan bahwa:

Nama : RIRIN ASTA RINA  
NIM : 105351104220  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : "AN ANALYSIS OF TEACHERS PERCEPTION AND CHALLENGES IN IMPLEMENTING THE MERDEKA CURRICULUM FOR TEACHING ENGLISH READING SKILLS AT SMA NEGERI 1 GOWA"

Berdasarkan Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan Nomor 14929/S.01/PTSP/2024 tanggal 8 Juni 2024 Perihal Izin Penelitian.

Benar yang bersangkutan telah mengadakan penelitian di SMA Negeri 1 Gowa mulai tanggal 12 Juni s.d. 30 Juli 2024.

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### Letter of Acceptance

Dear Ririn Asta Rina, Ratu Yulianti Natsir, & Sujariati

Congratulations! The Editorial Team of EduLine: Journal of Education and Learning Innovation, is pleased to inform you that, after the peer-review your paper with entitled:

*An Analysis of Teacher's Perceptions and Challenges in Implementing the Merdeka Curriculum for Teaching English Reading Skills at SMA Negeri 1 Gowa*

has been ACCEPTED to be published regularly in EduLine: Journal of Education and Learning Innovation. This acceptance is valid for one year.

The next step is to pay the Article Publication Charge and Open Access fee. To make a payment, please visit <https://loa.ahmar.id/>. Once we have received a payment, we can schedule your manuscript for publication.

Thank you very much for submitting your article to EduLine: Journal of Education and Learning Innovation. We hope and waiting to could submitting your other paper in our journal.

Jakarta, 21 Agustus 2024



**Akbar Iskandar, S.Pd., M.Pd., M.Kom.**  
 Editorial Board

Note: EduLine: Journal of Education and Learning Innovation has been accredited as a SINTA 4 from Vol. 1 No. 1, 2020.

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## DOCUMENTATION

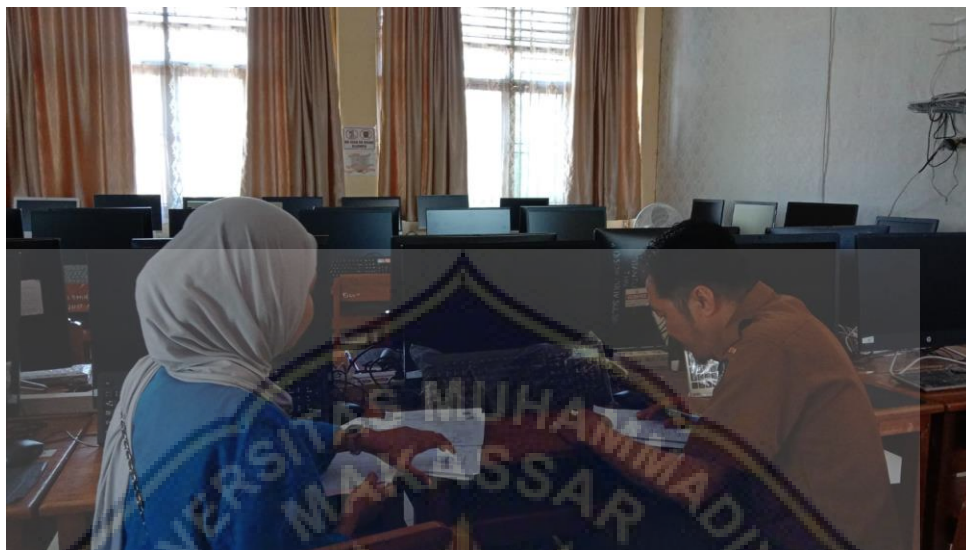


Figure: Teacher questionnaire and interview completion (Teacher AT)



Figure: Teacher questionnaire and interview completion (Teacher SH)



Figure: Teacher questionnaire and interview completion (Teacher YD)



## CURRICULUM VITAE



The researcher, Ririn Asta Rina was born on May 6, 2001, in Selayar. She completed elementary school at Madrasah Ibtidayyah Dallemambua and finished in 2014. Then, she continued her education at SMP MTS Lembang Bau which ended in 2017. Then, she continued her education at SMA Negeri 9 Selayar in 2017 and finished in 2020. Then she started her education at the Muhammadiyah University of Makassar, She was accepted into the English Education Department of Teacher Training and Education Faculty. At the completion of her studies, she completed her thesis entitled “ **An Analysis Of Teachers Perceptions and Challenges In Implementing The Merdeka Curriculum For Teaching English Reading Skills At SMa Negeri 1 Gowa**”.

