

**TEACHERS' PERCEPTIONS TOWARDS *MERDEKA* CURRICULUM
IMPLEMENTATION IN SENIOR HIGH SCHOOL LEVEL**

THESIS

**In Partial Fulfillment of the Requirement for Master's
Degree in English Language Education**



By:

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DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

THE DIRECTORATE OF GRADUATE PROGRAM

UNIVERSITAS MUHAMMADIYAH MALANG

2025

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Malang, 17th July 2025

The Writer,



ANITA

ACKNOWLEDGEMENT

Firstly, I would like to express my deepest gratitude to Allah the Almighty for His blessings, guidance, and strength that enabled me to complete this thesis.

Secondly, I would like to sincerely thank my thesis advisors, Prof. Dwi Poedjiastutie, Ph.D and Dr. Rina Wahyusetyaningrum for their invaluable guidance, insightful feedback, and continuous encouragement throughout the process of writing this thesis. My sincere appreciation is also extended to my examiners, Assc. Prof. Dr. Hartono and Assc. Prof. Dr. Sudiran for their constructive comments, valuable suggestions, and critical insights that have greatly contributed to improving the quality of this thesis. I would like to thank all the lecturers and staff of English Language Education Department of Muhammadiyah Malang University for their support, assistance, and for providing me with the knowledge and skills that have been essential to my academic growth.

Thirdly, I would also like to express my heartfelt appreciation to all the English teachers at MAN 3 Jombang who kindly participated in this study. Their willingness to share their time, experiences, and perspectives has been essential in providing rich and valuable data for my research. I am deeply grateful to my beloved family and friends for their unconditional love, prayers, and encouragement. They have supported me in many ways by sharing ideas, offering encouragement, and providing companionship throughout this academic journey.

Finally, I dedicate this thesis to all those who have contributed directly or indirectly to my research and writing. Your kindness and support will always be remembered.

The Researcher

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ABSTRACT

Merdeka Curriculum, National Curriculum was designed as a response to Indonesia's recurrent under-performance in PISA and mitigation of the learning losses during the COVID-19. In this case, teachers are frequently forced to adopt curriculum changes without considering their perceptions. While teachers play an essential role in the curriculum implementation. This study uncovers teachers' perceptions of the *Merdeka* Curriculum implementation and what factors influence such perceptions. This study used the narrative inquiry research method. The data were obtained using Narrative Framework Questionnaires (NFQ) and in-depth interviews with purposefully selected grade 10th and 11th teachers in MAN 3 Jombang. The data showed that teachers had both positive and negative perceptions. The study identified pedagogical and professional competencies as the primary factors influencing teachers' perceptions. The *Merdeka* Curriculum has the strengths to promote flexibility in teaching and learning processes, accommodate the diversity of students' needs and interests through differentiated instruction, and enhance students' spirit of competence and character. However, teachers also highlight the technical obstacles in *Merdeka* Curriculum implementation. Indeed, providing support for teachers in pedagogical and professional competencies is indispensable aims to implement the curriculum more effectively.

Keywords: Teachers' Perceptions, *Merdeka* Curriculum Implementation, Senior High School Level

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ABSTRAK

Kurikulum Merdeka, Kurikulum Nasional yang dirancang sebagai respons terhadap belum optimalnya hasil PISA Indonesia serta sebagai bentuk mitigasi terhadap kurang optimalnya pembelajaran selama pandemi COVID-19. Dalam hal ini, guru sering dipaksa untuk mengadopsi perubahan kurikulum tanpa memperhatikan persepsi guru tentang hal tersebut. Sementara guru memiliki peran penting dalam implementasi kurikulum. Studi ini mengungkap persepsi guru tentang implementasi Kurikulum Merdeka dan faktor-faktor apa yang memengaruhi persepsi tersebut. Studi ini menggunakan metode penelitian naratif inkuiri. Data diperoleh dengan menggunakan kuesioner dalam kerangka naratif (NFQ) dan wawancara mendalam dengan guru kelas 10 dan 11 yang dipilih dengan kriteria tertentu di MAN 3 Jombang. Data menunjukkan bahwa guru memiliki persepsi positif dan negatif. Studi ini mengidentifikasi kompetensi pedagogik dan profesional sebagai faktor utama yang memengaruhi persepsi guru. Kurikulum Merdeka memiliki kelebihan untuk memberikan fleksibilitas dalam proses belajar mengajar, mengakomodasi keragaman kebutuhan dan minat siswa melalui pembelajaran berdiferensiasi, dan meningkatkan kompetensi dan karakter siswa. Namun, guru juga menyoroti kendala teknis dalam implementasi Kurikulum Merdeka. Maka pemberian dukungan bagi guru dalam kompetensi pedagogik dan profesional merupakan hal yang mutlak diperlukan guna terlaksananya Kurikulum Merdeka secara lebih efektif.

Kata Kunci: Persepsi Guru, Implementasi Kurikulum Merdeka, Sekolah Menengah Pertama

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Wilson, S., & Nurkhamidah, N. (2023). *THE IMPLEMENTATION OF MERDEKA CURRICULUM*. 2(1), 13–25.

Zamista, A. A., & Deswita, P. (2023). Perceptions of Indonesian teachers on the implementation of “Merdeka” Curriculum. *Wiyata Dharma: Jurnal Penelitian Dan Evaluasi Pendidikan*, 11(1), 13–25. <https://doi.org/10.30738/wd.v11i1.15611>



Artikel 4

Tesis UMM (Anita)

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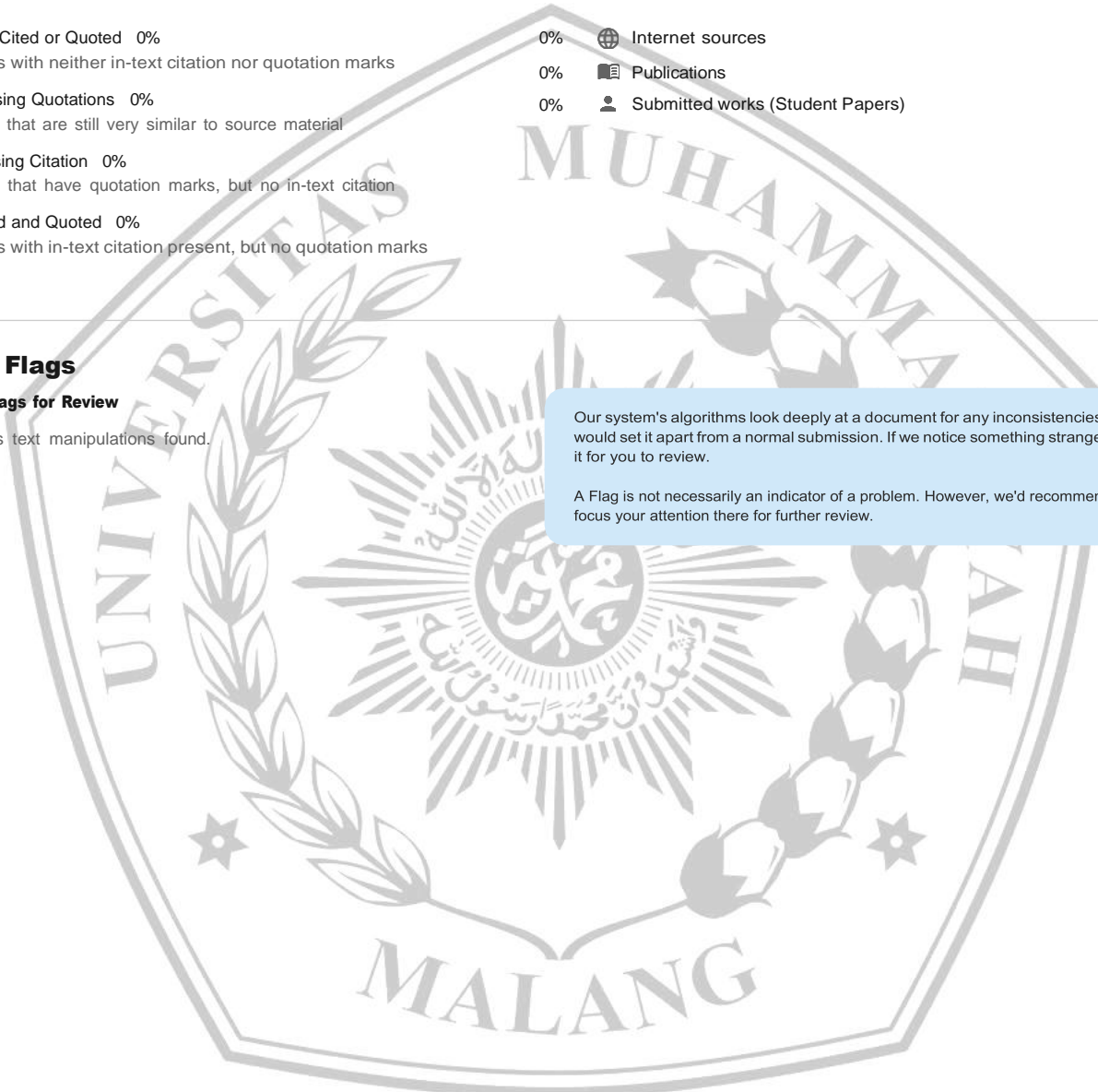
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