



Lesson Plan Design based on the *Kurikulum Merdeka* by English Teachers at UNP Laboratory Junior High School

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Abstract

This research aimed to investigate the suitability of the Lesson plan design based on the Kurikulum Merdeka by English Teachers and also their understanding of the Lesson Plan at UNP Laboratory Junior High School. Two teachers at UNP Laboratory Junior High School were assigned to given their Lesson plan design and were interviewed about their understanding of the Lesson plan. Qualitative analyses were employed in the research which using qualitative descriptive approach to describe the suitability analysis of the Lesson plan design by English Teachers, while data from interview were transcribed, classified and the draw conclusion. The result from the qualitative suitability analysis showed that the Lesson plan design by English Teachers at UNP Laboratory Junior High School quite an accordance, the Lesson plan has the complete components although it has some drawback. The interview result showed that teachers understanding of the Lesson plan is good. Even the teachers has good understanding in the Lesson plan but they still need training in designing Lesson plan, so the teacher will be more prepared in designing Lesson plan based on the Kurikulum Merdeka.

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INTRODUCTION

In an education system, the curriculum is dynamic and must always be changed and developed, to keep up with the developments and challenges of the times. According to Sukmadinata (2012), Curriculum is the core of the educational process. The curriculum is an area that most directly influences educational outcomes. Based on the Regulation of the Minister of Education and Culture No. 22/2016 Curriculum is a set of plans and rules about the teaching and learning guidelines; the goal, content, and learning material used to reach the education goals. However, changes and developments must be carried out systematically, and directed, not just changing.

The Minister of Education, Culture, Research, and Technology (*Mendikbud Ristek*) Nadiem Makarim launched the new curriculum in 2022. This curriculum usually called "*Kurikulum Merdeka*" is an important part of efforts to restore learning during the Covid-19 pandemic. According to National Education Standards Board (*BSPN*) (2022) *Kurikulum Merdeka* is a learning curriculum related to the approach of talents and interests. Students can choose the subjects they want to study accordingly to their talents and interests.

One of the differences between the *Kurikulum Merdeka* and the previous curriculum is that in the lesson plan, the *Kurikulum Merdeka* no longer uses *RPP* but *Modul Ajar*. According to the Ministry of Education and Culture (2022) *Modul Ajar* are a number of media tools or facilities, designed methods, instructions, and guidelines systematically and interestingly. *Modul Ajar* is an implementation of the Goal Flow Learning that develops from results Learning with the Pancasila Student Profile as target. *Modul Ajar* aims that students can study independently with or without teacher guidance.

Sometimes curriculum is understood narrowly, and changes in the curriculum are only understood as changes in subject matter, some English teachers still have difficulty implementing it because this is still something new so teachers still apply the old curriculum, and the learning process is still massive, teachers still use the lecture method, and learning is still teacher-centered. The teacher's role is very important in implementing this curriculum to achieve educational goals.

On the other hand, research by Anita Kusuma Pertiwi and Ririn Pusparini, entitled "Vocational High School English Teachers' Perspectives On "*Merdeka Belajar*" Curriculum". The researcher explain teachers' perspectives of *Merdeka Belajar* that includes teachers' understanding and the effect of *Merdeka Belajar* in improving the quality of human resources. Besides, this study also describes teachers' understanding of *RPP 1 Lembar* and its effect in achieving the learning objectives

This study will be conducted under the qualitative research design using the qualitative descriptive approach because the study describes how the suitability of the design of the Lesson Plan (*Modul Ajar*) by English teachers based on the *Kurikulum Merdeka* and also their understanding of the Lesson Plan (*Modul Ajar*).

METHOD

This study will be conducted under the qualitative research design using the qualitative descriptive approach because the study describes how the suitability of the design of the Lesson Plan (*Modul Ajar*) by English teachers based on the *Kurikulum Merdeka* and also their understanding of the Lesson Plan (*Modul Ajar*). Data collection in this study using document analysis and interview. Document analysis is used to find how the suitability of the design of the Lesson Plan (*Modul Ajar*) by English teachers based on the *Kurikulum Merdeka*. Meanwhile, the interview used aims to gather as much information as possible about their understanding of the Lesson Plan (*Modul Ajar*).

RESULT AND DISCUSSION

A. Data Description and Findings

1. The suitability of the Lesson Plan (*Modul Ajar*) designed based on the *Kurikulum Merdeka* by English teachers.

According to the Ministry of Education and Culture (2022), the Lesson Plan (*Modul Ajar*) components consists of general information, core components, and appendices. Each of these three main components consists of small components. First, general information consist of identity of the module, initial competence, Pancasila Students Profile, facilities and infrastructure, target learners, and the learning model used. Second, core components consist of learning objectives, meaningful understanding, trigger questions, teaching preparation, learning activities, assessment, enrichment and Remedial, and students and teachers reflections. The last is appendices that consist of student worksheet, teacher and student reading materials, a glossary, and a bibliography.

a. The suitability of the Lesson Plan designed by English Teacher A for grade VII students.

The lesson plan designed by Teacher A is the lesson plan for grade VII students. According to the Pocket Book for Compilation of Teaching Materials: Modul Ajar in 2022, The Learning Phase in the General Education Unit consists of 6 phases. One of them is phase D: grade 7-9 Junior High School, so the grade VII include of phase D. The topic of the Lesson plan designed by Teacher A was descriptive text related to idol characters and identifying simple present tense, physical appearance, and personality in the descriptive text related to idol characters. The following is a summary of the suitability analysis of the lesson plan design by teacher A.

Table 4.1 The suitability analysis of the Lesson Plan designed by English Teacher A for grade VII students

No	Component	Aspects analyzed	The suitability		Information
			Yes	No	
1.	General information	• Identity of the module	✓		Information about the teaching modules developed consist of: Compiler's name, institution, and year of compilation, Teaching Module, School level, Class, and Time Allocation.
		• Initial competence	✓		The knowledge and skills students must have beforehand to

					study a certain topic.
		<ul style="list-style-type: none"> • Pancasila Students Profile 	✓		The ultimate goal of a learning activity related to the formation of student character.
		<ul style="list-style-type: none"> • Facilities and infrastructure 	✓		Facilities and materials needed to support learning activities.
		<ul style="list-style-type: none"> • Target Learners 	✓		Students who are targeted namely; Regular students, students with learning difficulties, and students with high achievement.
		<ul style="list-style-type: none"> • The learning model used 	✓		Model or learning framework that provide a systematic overview of the implementation learning.
2.	Core Components	<ul style="list-style-type: none"> • Learning objectives 	✓		Learning objectives can take many forms: knowledge in the form of facts and information, as well as procedural, conceptual understanding, thinking and reasoning skills, and collaborative and strategic communication.
		<ul style="list-style-type: none"> • Meaningful Understanding 	✓		Information about the benefits that students will get after following the learning process.
		<ul style="list-style-type: none"> • Trigger questions 	✓		Trigger questions created by the teacher for cultivate curiosity and thinking skills critical in students.
		<ul style="list-style-type: none"> • Teaching Preparation 	✓		An effort to estimate the actions to be taken in learning activities, especially those related

					to competency formation.
		<ul style="list-style-type: none"> • Learning activities 	✓		Steps of learning activities are written sequentially according to the duration of time planned.
		<ul style="list-style-type: none"> • Assessment 	✓		Achievement criteria must be clearly defined according to the purpose-defined learning.
		<ul style="list-style-type: none"> • Enrichment and Remedial 	✓		Enrichment is a learning activity that given to students with high achievement they can fully develop their potential optimal. Remedial is given to students who need guidance to understand the material or repeat learning.
		<ul style="list-style-type: none"> • Students and Teachers reflections 	✓		Students and teachers reflections are one of the learning activities that involve students providing feedback orally and in writing to teachers in class.
3	Appendices	<ul style="list-style-type: none"> • Student worksheet 	✓		Intended for students (not a teacher) and can be reproduced as needed to be given to students including participants non-regular students.
		<ul style="list-style-type: none"> • Teacher and student reading materials 	✓		Used as a lighter before the activity starts or for deepen understanding of the material at the time or end Learning Activities.
		<ul style="list-style-type: none"> • A glossary 	✓		A glossary is required for words or terms that require more

					explanation deeply.
		• Bibliography	✓		Reference sources used in the development of teaching modules.

Based on the suitability analysis table of the Lesson Plan designed by English Teacher A for grade VII students above, the components of the lesson plan (Modul Ajar) designed by English Teacher A is in accordance with the components of the Lesson Plan design based on the *Kurikulum Merdeka*. However, a more detailed explanation is needed regarding each component in the Lesson plan. Identity of the module is the information about the teaching modules developed consist of: Compiler's name, institution, and year of compilation, Teaching Module, School level, Class, and Time Allocation. The Lesson plan designed by English Teacher A already has a complete module identity, consisting of the compilers name, the institution is UNP Laoratory Junior High School, the year of compilation is 2022-2023, the teaching module is Bahasa Inggris, the school level is Junior High School, the class is VII and the time allocation is 2x40 minutes.

The initial competence of the Lesson plan design by teacher A were identifying adjectives in the descriptive text related to idol characters and identifying simple present tense, physical appearance and personality in the descriptive text related to idol characters. In the Lesson plan designed by teacher A the Pancasila Student Profile is *Gotong royong, Mandiri, Kreatif, Berpikir kritis, dan Kebhinekaan global*. The facilities is Student worksheets, laptop, cell phone, LCD proyektor meanwhile the infrastructure is Student worksheets, e-learning, e-book, books of the Ministry of Education Culture of the Republic of Indonesia, Youtube, and others. Teacher A did not mention the learning resources in detail. In the Lesson plan was written, an e-book without a title was included, and youtube without the link. Teacher A should be able to mention it in detail. The other components is Target students, students who are targeted namely; low, middle, and high students. Teacher A writes it down as it should.

Teacher A used Saintifik approach and discovery learning model with the method are Questions and answers, discussions, and assignments. The *Kurikulum Merdeka* encourages the application of project-based learning, no longer 'imposing' scientific methods such as K13 which often overlaps with the learning cycle for disciplines studied in certain subjects. Project-based learning is emphasized to ensure students can relate what they learn in class to the context of everyday life and can use the knowledge learned in class to solve problems in their environment. so the scientific approach used by teacher A is not quite right in *Kurikulum Merdeka*. In the lesson plan designed by teacher A, the learning objectives are through word puzzle games, students can arrange pictures of idol figures correctly. *Modul Ajar* based on the differentiation learning, teacher A divided the indicators of achievement of learning objectives into three. For low students, through the

gap vocabulary, students can complete gap words according to the physical characteristics of idol figures. For the middle students, through simple descriptive texts, students can apply context, main ideas, and detailed information from various descriptive texts related to idol figures. For high students, Comparing the physical appearance and personality of two pictures of famous people correctly.

In the lesson plan designed by teacher A, the meaningful understanding is to describe the physical appearance and personality from descriptive text related to idol figures. Teacher A explains trigger questions in learning activities. The teacher gives several questions which are trigger questions related to the puzzle that is displayed, namely Have you seen this person before, Is he your idol, Do you know who he is. Then the teacher asks several questions according to the puzzle that is displayed in the form of physical appearance and personality. Is he fat and what does he like. Learning preparation includes the teacher compiling LKPD, providing learning media, the teacher compiling the assessment instruments used, and the teacher carrying out diagnostic tests. Teacher A explains the learning activities in detail starting from the introduction, core, and closing. Assessment is used to measure achievement learning at the end of the activity. To Enrichment in the lesson plan design by teacher A, students make a descriptive text about the closest person in the form of a Vlog (LKPD 2). While Remedial, is given a descriptive text related to famous people to determine the parts and main ideas of paragraphs of a descriptive text (LKPD 3). In the lesson plan Teacher A attached some youtube links in the lesson plan. In the lesson plan, teacher A writes down several terms and their meanings. Among them are beautiful, elegant, sweet, diligent, and others. In the lesson plan, teacher A writes down several links and the book titles.

Based on the explanation above, there are still deficiencies in the Lesson plan design by Teacher A, namely learning resources that did not detail at facilities and infrastructure components, as well as approaches in learning models that are not in accordance with the *Kurikulum Merdeka*, and then in the lesson plan, teacher A does not include an assessment instrument in the lesson plan.

b. The suitability of Lesson Plan designed by English Teacher B for grade VII students.

The lesson plan designed by Teacher B is the lesson plan for grade VII students. According to the Pocket Book for Compilation of Teaching Materials: Modul Ajar in 2022, The Learning Phase in the General Education Unit consists of 6 phases. One of them is phase D: grade 7-9 Junior High School, so the grade VII include of phase D. The topic of the Lesson plan designed by Teacher B was adjectives to describe people. The following is a summary of the suitability analysis of the lesson plan design by teacher B.

Table 4.2 The suitability analysis of the Lesson Plan designed by English Teacher B for grade VII students

No	Component	Aspects analyzed	The suitability		Information
			Yes	No	
1.	General information	• Identity of the module	✓		Information about the teaching modules developed consist of: Compiler's name, institution, and year of compilation, Teaching Module, School level, Class, and Time Allocation.
		• Initial competence	✓		The knowledge and skills students must have beforehand to study a certain topic.
		• Pancasila Students Profile	✓		The ultimate goal of a learning activity related to the formation of student character.
		• Facilities and infrastructure	✓		Facilities and materials needed to support learning activities.
		• Target Learners	✓		Students who are targeted namely; Regular students, students with learning difficulties, and students with high achievement.
		• The learning model used	✓		Model or learning framework that provide a systematic overview of the implementation learning.
2.	Core Components	• Learning objectives	✓		Learning objectives can take many forms: knowledge in the form of facts and information, as well as procedural, conceptual understanding,

					thinking and reasoning skills, and collaborative and strategic communication.
		• Meaningful Understanding	✓		Information about the benefits that students will get after following the learning process.
		• Trigger questions	✓		Trigger questions created by the teacher for cultivate curiosity and thinking skills critical in students.
		• Teaching Preparation	✓		An effort to estimate the actions to be taken in learning activities, especially those related to competency formation.
		• Learning activities	✓		Steps of learning activities are written sequentially according to the duration of time planned.
		• Assessment	✓		Achievement criteria must be clearly defined according to the purpose-defined learning.
		• Enrichment and Remedial	✓		Enrichment is a learning activity that given to students with high achievement they can fully develop their potential optimal. Remedial is given to students who need guidance to understand the material or repeat learning.
		• Students and Teachers	✓		Students and teachers reflections are one of the learning activities

		reflections			that involve students providing feedback orally and in writing to teachers in class.
3	Appendices	• Student worksheet	✓		Intended for students (not a teacher) and can be reproduced as needed to be given to students including participants non-regular students.
		• Teacher and student reading materials	✓		Used as a lighter before the activity starts or for deepen understanding of the material at the time or end Learning Activities.
		• A glossary	✓		A glossary is required for words or terms that require more explanation deeply.
		• Bibliography	✓		Reference sources used in the development of teaching modules.

Based on the suitability analysis table of the Lesson Plan designed by English Teacher B for grade VII students above, the lesson plan (Modul Ajar) made by English Teacher B is in accordance with the Lesson Plan design based on the *Kurikulum Merdeka*. However, a more detailed explanation is needed regarding each component in the Lesson plan. The Lesson plan designed by English Teacher B already has a complete module identity, consisting of the compilers name, the institution is UNP Laoratory Junior High School, the year of compilation is 2022-2023, the teaching module is Bahasa Inggris, the school level is UNP Laoratory Junior High School, the class is VII and the time allocation is 2x30 minutes. Teacher B write down the time allocation is 2 x 30, meanwhile in *Kurikulum Merdeka* total the Time Allocation for Subjects in Junior high school. For class VII and class VII it is assumed that one year is 36 weeks with 1 lesson hour (JP) is 40 minutes. As for class IX, the assumption is that one year is 32 weeks with 1 lesson hour (JP) being 40 minutes. The initial competence of the Lesson plan design by teacher B is that students were able to say adjectives to describe people.

In the Lesson plan designed by teacher B the Pancasila Student Profile is *Gotong royong, Mandiri, Kreatif, Berpikir kritis, dan Kebhinekaan global*.

The facilities is Student worksheets, laptop, cell phone, LCD projektor meanwhile the infrastructure is Student worksheets, e-learning, e-book, books of the Ministry of Education Culture of the Republic of Indonesia, Youtube, and others. Teacher B did not mention the learning resources in detail. In the Lesson plan was written, an e-book without a title was included, and youtube without the link. Teacher B should be able to mention it in detail. The other components is Target students, students who are targeted namely; low, middle, and high students. Teacher B writes it down as it should. Teacher B used Saintifik approach and discovery learning model with the method are Questions and answers, discussions, and assignments. The *Kurikulum Merdeka* encourages the application of project-based learning, no longer 'imposing' scientific methods such as K13 which often overlaps with the learning cycle for disciplines studied in certain subjects. Project-based learning is emphasized to ensure students can relate what they learn in class to the context of everyday life and can use the knowledge learned in class to solve problems in their environment. so the scientific approach used by teacher B is not quite right in *Kurikulum Merdeka*.

In the lesson plan designed by teacher B, the learning objectives is through a word puzzle game, students can arrange adjectives to describe people and mention them one by one. *Modul Ajar* based on the differentiation learning, indicators of achievement of learning objectives is divided into three. For low students through pictures, students can match pictures related to adjectives to describe people. For middle students, through simple descriptive texts, students can answer questions based on questions related to adjectives that describe people. The last is for students with high abilities. Through a short dialogue, students can group adjectives to describe people (appearance and personality).

In the lesson plan designed by teacher B, the meaningful understanding is to describe people in simple English in the application of everyday life. In the lesson plan designed by teacher B, the trigger questions are Is he thin/fat and is she beautiful, teacher B explains in learning activities. The teacher asks several questions according to the puzzle that is displayed in the form of physical appearance and personality. Teacher B explains the learning activities in detail starting from the introduction, core, and closing. In the lesson plan design by teacher B Enrichment is looking for adjectives to describe people in descriptive text about people. (LKPD 2) While Remedial looks for adjectives to describe people in descriptive texts about people (Enrichment and remedial materials are attached) (LKPD 3). The last component in core component is Students and teachers reflections are one of the learning activities that involve students providing feedback orally and in writing to teachers in class.

In the lesson plan Teacher B attached some youtube links. Teacher B writes down several terms and their meanings. Among them are beautiful, elegant, sweet, diligent, and others. The last components in Lesson plan (*Modul Ajar*) is the bibliography is reference sources used in the development of teaching modules. In the lesson plan, teacher B writes down several links and the book titles.

Based on the explanation above, there are still deficiencies in the Lesson plan design by Teacher B, namely learning resources that did not detail at facilities and infrastructure components, as well as approaches in learning models that are not in accordance with the *Kurikulum Merdeka*, and then in the lesson plan teacher B write down the tme allocation is 2 x 30, meanwhile in Kurikulum Merdeka total the time allocation for subjects in Junior High School is 40 minutes.

2. English teacher's understanding of the Lesson Plan (*Modul Ajar*) designed based on the *Kurikulum Merdeka*.

Individual understanding (Human Assessment) is a way to understand, assess, or assess the characteristics, potential, and or problems (disturbances) that exist in individuals or groups of individuals (Sutoyo, 2009: 15). In this research, the teacher comprehension to be studied is the teachers understanding of the Lesson Plan (*Modul Ajar*). Teachers understanding of the Lesson Plan is an important thing to study because with a good understanding, the teacher can design and implement it well.

According to the Ministry of Education and Culture (2022), *Modul Ajar* are a number of media tools or facilities, designed methods, instructions, and guidelines systematically and interestingly. On the other hand, Teacher A stated that *Modul Ajar* is a set in which there are core competencies, triggering questions, meaningful understanding, and so on.

"In Kurikulum Merdeka it is called Modul Ajar, in the 2013 curriculum it is called RPP. The Modul Ajar is a set in which there are core competencies, triggering questions, meaningful understanding, and so on. Much different from the K 13." (Author's translation).

The same thing was also expressed by Teacher B, that in *Modul ajar* there are core competencies, trigger questions, and so on. *Modul Ajar* refers to the learning phase, in Junior High School we use Phase D. Teacher B, stated that:

"This Modul Ajar refers to the phase, in junior high school we use phase D. KI KD becomes Capaian pembelajaran. The same as Teacher A said, in Modul Ajar there are core competencies, triggering questions, and so on. Diagnostic tests are also held to see student abilities, because later we will achieve predetermined Capaian pembelajaran." (Author's translation).

B. Discussion

1. The suitability of the Lesson Plan (*Modul Ajar*) design based on the *Kurikulum Merdeka* by English teachers.

According to the Ministry of Education and Culture (2022), the Lesson Plan (*Modul Ajar*) components consists of general information, core components, and appendices. Each of these three main components consists of small components. First, general information consist of identity of the module, initial competence, Pancasila Students Profile, facilities and infrastructure, target learners, and the learning model used. Second, core

components consist of learning objectives, meaningful understanding, trigger questions, learning activities, assessment, enrichment and Remedial. The last is appendices consists of student worksheet, teacher and student reading materials, a glossary, and a bibliography.

Teachers develop the design of *Modul Ajar* before carrying out learning in class. According to the Ministry of Education and Culture (2022) *Modul Ajar* are a number of media tools or facilities, designed methods, instructions, and guidelines systematically and interestingly.

Modul Ajar is an implementation of the Goal Flow Learning that develops from results Learning with the Pancasila Student Profile as target. *Modul ajar* arranged according to the phase or stage of student development, considering what will be learned with learning objectives, and based on long-term development. According to the Pocket Book for Compilation of Teaching Materials: *Modul Ajar* in 2022, The Learning Phase in the General Education Unit consists of 6 phases. 7th grade include in phase D.

Based on the result of research, showed that the suitability of the Lesson Plan designed by English Teachers A and B based on the *Kurikulum Merdeka*, which are as follows:

- a. General information which aspects analyzed consisting of completeness of identity of the module, initial competence, Pancasila Students Profile, facilities and infrastructure, target learners, and the learning model used, showed relevance with *Kurikulum Merdeka* but Teacher B mention the time allocation in less precise, the source of the book in Lesson plan designed by Teachers A and B did not mention in detail and the scientific approach used by Teachers A and B is not quite right in *Kurikulum Merdeka*.
- b. Core Components consisting of completeness of learning objectives, meaningful understanding, trigger questions, learning activities, assessment, enrichment and Remedial showed relevance with *Kurikulum Merdeka*.
- c. The last is appendices consists of student worksheet, teacher and student reading materials, a glossary, and a bibliography showed relevance with *Kurikulum Merdeka* but in the lesson plan, teacher A does not include an assessment instrument in the lesson plan.

Based on the explanation above, the suitability analysis table of the Lesson Plan designed by English teachers A and B for grade VII students above, the lesson plan (*Modul Ajar*) made by English teachers A and B is quite an accordance with the Lesson Plan design based on the *Kurikulum Merdeka*. Although it has some drawbacks, the Lesson plan designed by teachers A and B has the complete components based on the Ministry of Education and Culture (2022).

2. English teachers understanding of the Lesson Plan (*Modul Ajar*) based on the *Kurikulum Merdeka*.

The concept of understanding in this study is understanding individual (Human Assessment). Individual understanding (Human Assessment) is a way to understand, assess, or assess the characteristics, potential, and or problems (disturbances) that exist in individuals or groups of individuals (Sutoyo, 2009: 15). In this research, the teacher comprehension to be studied is the teacher's understanding of the Lesson Plan (*Modul Ajar*). Teachers understanding of the Lesson Plan (*Modul Ajar*) is an important thing to study because with a good understanding, the teacher can design and implement it well.

According to the Ministry of Education and Culture (2022), *Modul Ajar* are a number of media tools or facilities, designed methods, instructions, and guidelines systematically and interestingly. This understanding is in accordance with what was conveyed by Teacher A and Teacher B as a teachers who designed Lesson Plan (*Modul Ajar*) based on the *Kurikulum Merdeka* at UNP Laboratory Junior High School.

UNP Laboratory Junior High School teachers understanding of the *Modul Ajar* is good. UNP Laboratory Junior High School teachers are able to explain the meaning of *Modul Ajar*, mention the components of *Modul Ajar*, and explain the differences between *Modul Ajar* and RPP, so UNP Laboratory Junior High School teachers are able to design *Modul Ajar* properly and in accordance based on the *Kurikulum Merdeka*.

Conclusion

Teachers develop the design of *Modul Ajar* before carrying out learning in class. One of the functions of the *Modul Ajar* is to reduce the teacher's burden in presenting content so that the teacher can have a lot of time to be a tutor and help students in the learning process. Based on the table of the components of the Lesson Plan (*Modul Ajar*) based on the Ministry of Education and Culture (2022), the lesson plan (*Modul Ajar*) made by English teachers at UNP Laboratory Junior High School is in accordance with the Lesson Plan design based on the *Kurikulum Merdeka*.

Teachers understanding of the Lesson Plan (*Modul Ajar*) is an important thing to study because with a good understanding, the teacher can design and implement it well. UNP Laboratory Junior High School teachers understanding of the *Modul Ajar* is good. UNP Laboratory Junior High School teachers are able to explain the meaning of *Modul Ajar*, mention the components of *Modul Ajar*, and explain the differences between *Modul Ajar* and RPP, so UNP Laboratory Junior High School teachers are able to design *Modul Ajar* properly and in accordance based on the *Kurikulum Merdeka*.

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