

**EXPLORING PRE-SERVING ENGLISH TEACHERS EXPERIENCE  
ON IN THE IMPLEMENTATION OF “INDEPENDENT CURRICULUM”  
ON ENGLISH TEACHING AND LEARNING IN JUNIOR HIGH SCHOOL**

**A THESIS**

**Presented as Partial Fulfillment of The Requirements  
to Obtain the Bachelor degree of Education  
in English Language Education  
of UNUGIRI  
Bojonegoro**

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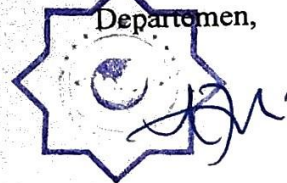
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## MOTTO

*"Al ilmu bilaa amalin kasyajari bila tsamarin"*

( Ilmu tanpa amal/praktek bagaikan pohon yang tidak berbuah )

The goal obtained must pass through the gravel trials and steps of patience

*-The writer-*

### DEDICATION

This thesis is dedicated with love and grateful heart to my beloved parents who is always there for me and my best support system. And my beloved husband Ferdian Suci Indrawan who is always accompany me and be my second support system.

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Finally, the researcher’s hope that this script can be useful to others and all readers. The writer realize that this script hasn’t perfect. Therefore, the researcher needs a correctness, criticism, and suggestion to all the readers.

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## ABSTRACT

Adita, Ratna. 2023 *Exploring Pre-Serving English Teachers Experience On The Implementation Of Independent Curriculum On English Teaching And Learning In Junior High School*. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Nahdlatul Ulama Sunan Giri Bojonegoro. Pembimbing Utama Iin Widya Lestari, M.Pd dan Pembimbing Pendamping Khoirul Wafa, M.Pd.

The curriculum is a set of structured rules that are very necessary and very important in the world of education. Indonesia has undergone curriculum changes 14 times until it finally became an independent curriculum. In implementing the independent curriculum, many phenomena explain that Pre-Service English Teachers experience many obstacles and challenges. This research was conducted to describe, explore and analyze the implementation of Pre-Service English Teachers in the independent curriculum. Apart from that, it also explains the problems (challenges and obstacles) faced during the implementation of the independent curriculum, especially at the junior high school (SMP) level. The question raised is how do Pre-service English Teachers carry out the teaching and learning process in the Independent Curriculum. And what are the challenges and obstacles of Pre-service English Teachers in implementing the Independent Curriculum. This research was conducted using descriptive qualitative research with a phenomenological approach. Data was collected by interviewing 10 participants from different universities and distributing questionnaires. As well as the results presented from interviews and questionnaires are in a descriptive form. The results of the analysis of the answers to questions that have been formulated in research. The results of this analysis are personal experiences during the implementation of the independent curriculum, the learning process carried out by the English Pre-Teacher from start to finish, the challenges and obstacles found, as well as the solutions made in facing these challenges and obstacles. Which is that the independent curriculum has many advantages and is able to support English learning activities. Then in preparation before learning activities, namely compiling teaching modules, learning outcomes, learning objectives, creating media devices, as well as assessment and project activities. Many challenges were found, of course, in the preparation of projects, class conditions, and preparation of teaching materials. In its completion, the Pre-Teacher exchanges ideas with other teachers, seeks other sources and learns to understand the concept of an independent curriculum.

Keywords: *Independent Curriculum, Pre-Service English Teacher, Challenges, Obstacles, Experience*

## ABSTRAK

Adita, Ratna. 2023 *Exploring Pre-Serving English Teachers Experience On The Implementation Of Independent Curriculum On English Teaching And Learning In Junior High School*. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Nahdlatul Ulama Sunan Giri Bojonegoro. Pembimbing Utama Iin Widya Lestari, M.Pd dan Pembimbing Pendamping Khoirul Wafa, M.Pd.

Kurikulum merupakan seperangkat aturan yang terstruktur yang sangat diperlukan dan sangat penting dalam dunia pendidikan. Indonesia telah terjadi perubahan kurikulum sebanyak 14 kali hingga pada akhirnya menjadi kurikulum merdeka. Dalam implementasi kurikulum merdeka, banyak fenomena menjelaskan bahwa Pre-Service English Teacher banyak mengalami halangan dan tantangan. Penelitian ini dilakukan untuk mengetahui menjabarkan, mengeksplere, dan menganalisis mengenai pengimplementasian Pra-Guru Bahasa Inggris di kurikulum merdeka. Selain itu juga menjabarkan mengenai problematika (challenges dan obstacles) yang dihadapi selama implementasi kurikulum merdeka dilaksanakannya, khususnya di tingkat Sekolah Menengah Pertama (SMP). Pertanyaan yang dimunculkan adalah bagaimana cara Guru Bahasa Inggris Prajabatan melaksanakan proses belajar mengajar pada Kurikulum Mandiri. Dan apa saja tantangan dan hambatan Guru Bahasa Inggris Prajabatan dalam penerapan Kurikulum Mandiri. Penelitian ini dilakukan dengan jenis penelitian kualitatif deskriptif dengan pendekatan fenomenologi. Data yang dikumpulkan dengan mewawancarai 10 participant dari berbeda universitas, serta menyebarkan questionnaire. Serta hasil yang disajikan dari interview dan questionnaire adalah kedalam bentuk deskriptif. Hasil dari analisis dari jawaban pertanyaan yang telah dirumuskan pada penelitian. Hasil dari analisis ini berupa pengalaman pribadi ketika implementasi di kurikulum merdeka, proses pembelajaran yang dilakukan oleh Pra-Guru Bahasa Inggris dari awal hingga akhir, tantangan dan halangan yang ditemukan, serta penyelesaian yang dilakukan dalam menghadapi tantangan dan halangan tersebut. Yang bahwasannya kurikulum merdeka memiliki banyak keuntungan serta mampu mendukung kegiatan pembelajaran Bahasa Inggris. Kemudian dalam penyusunan sebelum kegiatan pembelajaran yakni menyusun Modul Ajar, capaian pembelajaran, tujuan pembelajaran, membuat perangkat media, serta kegiatan assesmen dan project. Banyak tantangan yang ditemukan tentunya pada bagian dalam penyusunan project, kondisi kelas, dan penyusunan perangkat ajar. Dalam penyelesaiannya, Pra-Guru melakukan tukar pikiran dengan guru lain, mencari sumber lain dan belajar memahami konsep kurikulum merdeka.

Kata Kunci : *Kurikulum Merdeka, Prajabatan Guru Bahasa Inggris , Tantangan, Halangan, Pengalaman*



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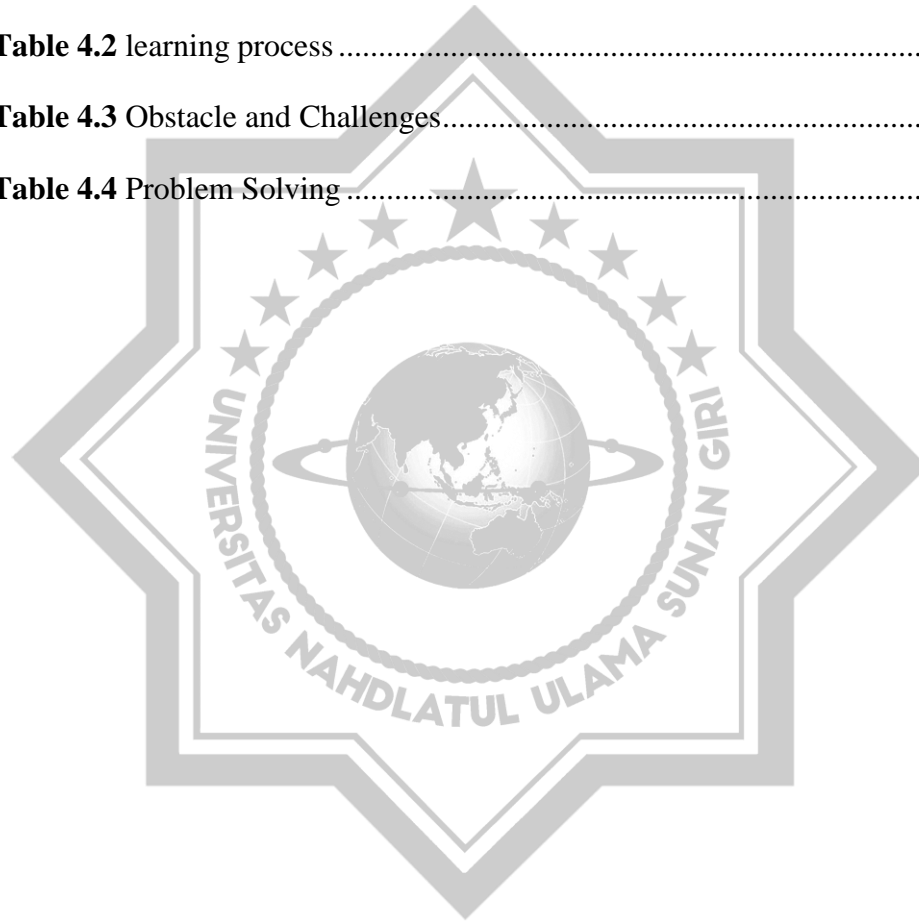
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