

**THE IMPLEMENTATION OF THE MERDEKA (BELAJAR)
PRINCIPLES AND ITS IMPACT ON STUDENT'S
MOTIVATION AT MAN PALOPO**

A Magister Thesis

*Submitted to fulfill the Requirements for the Master's Degree in English
Language Teaching (M.Pd.)*



**Proposed by
ANNISA GITA MULYANI**

Reg. Num. 2305040007

**ENGLISH EDUCATION STUDY PROGRAM
POSTGRADUATE
STATE ISLAMIC UNIVERSITY OF PALOPO
2025**

**THE IMPLEMENTATION OF THE MERDEKA (BELAJAR)
PRINCIPLES AND ITS IMPACT ON STUDENT'S
MOTIVATION AT MAN PALOPO**

A Magister Thesis

*Submitted to Fulfill the Requirements for A Master's Degree in English
Educational Study Program (M.Pd)*



Proposed by:

Supervised by:

- 1. Prof. Dr. H. Rustan S., M.Hum.**
- 2. Dr. Jufriadi, S.S., M.Pd.**

**ENGLISH EDUCATION STUDY PROGRAM
POSTGRADUATE
STATE ISLAMIC UNIVERSITY OF PALOPO
2025**

HALAMAN PERNYATAAN KEASLIAN

Saya yang bertandatangan di bawah ini:

Nama : Annisa Gita Mulyani
NIM : 2305040007
Program Studi : Tadris Bahasa Inggris

menyatakan dengan sebenarnya bahwa:

1. Tesis ini merupakan hasil karya saya sendiri, bukan plagiasi atau duplikasi dari tulisan/karya orang lain yang saya akui sebagai tulisan atau pikiran saya sendiri,
2. Seluruh bagian dari tesis ini adalah karya saya sendiri selain kutipan yang ditunjukkan sumbernya. Segala kekeliruan dan atau kesalahan yang ada di dalamnya adalah tanggungjawab saya.

Bilamana di kemudian hari pernyataan ini tidak benar, maka saya bersedia menerima sanksi administratif atas perbuatan tersebut dan gelar akademik yang saya peroleh karenanya dibatalkan.

Demikian pernyataan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palopo, 13 Agustus 2025

Yang membuat pernyataan,



Annisa Gita Mulyani

NIM: 2305040007

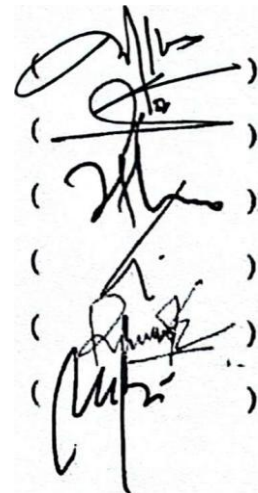
THESIS APPROVAL

Master's thesis entitle "The Implementation of The Merdcka (Belajar) Principles and Its Impact on Students Motivation at MAN Palopo" written by Annisa Gita Mulyani, student Identification number 2305040007, student of UIN Palopo Postgraduate Tadris English Language Study Program, which has been examined in the Munaqasah session of the research on Thursday, 04th of September 2025 which coincide with 11 Rabiul Awal 1447 H, and accepted as a requirement for obtaining a master's degree in field of Tadris English Language (Master of Eduction).

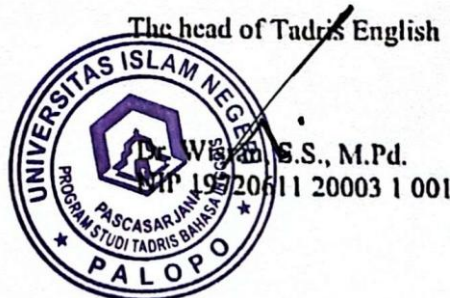
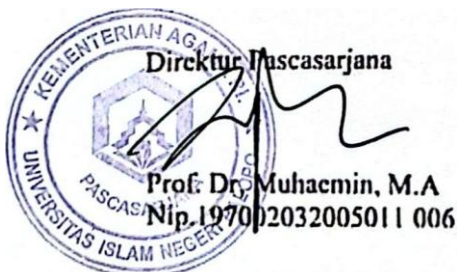
Palopo, 14th September 2025

EXAMINER TEAM

- | | |
|--|--------------------------|
| 1. Dr. Helmi Kamal, M.H.I. | Chairman of the Session |
| 2. Dewi Furwana, S.Pd.I., M.Pd | Secretary of the session |
| 3. Dr. Masruddin S S M.Hum. | Examiner I |
| 4. Dr. Wisran, S.S., M.Pd.1. | Examiner II |
| 5. Prof.Dr. 11. Rustan S, s.Pd., M.Hum | Supervisor I |
| 6. Dr. Jufriadi, S.S., M.Pd. | Supervisor II |



Approved by



ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ وَالصَّلَاةُ وَالسَّلَامُ عَلَى رَسُولِ اللَّهِ وَعَلَى آلِهِ وَصَحْبِهِ وَمَنْ وَاوَاهُ ، أَمَّا بَعْدُ

Alhamdulillah RabbilAlamin, all praise Allah SWT, who gives us some mercies and blessings so that the researcher could finish this thesis entitled “*The Implementation of The Merdeka (Belajar) Principles and Its Impact on Student’s Motivation at MAN Palopo*” Shalawat and salam may be given to our prophet Muhammad SAW, for safety and peace be upon him.

The researcher realizes this thesis's existence by receiving many people's advice, guidance, encouragement, and comments. Therefore, the researcher would like to express thanks to:

1. Dr.Abbas Langaji, M.Ag. as a rector of UIN Palopo, Dr. Munir Yusuf M.Ag.as a vice Rektor 1, Dr. Masruddin., M.Hum.as a vice Rektor II. And Dr. Mustaming., S.Ag. as vice Rektor III.
2. Prof. Dr. Muhaemin, M.A. as director of the UIN Palopo postgraduate Program.
3. Dr. Helmi Kamal, MH.as a vice of director of Postgraduate Studies at UIN
4. Dr. Wisran, S.S.,M.Pd. as Head of English Language Education Postgraduate Program at IAIN Palopo, Dewi Furwana,S.Pd.I.,M.Pd. as a Secretary of English Language Education Postgraduate Program at UIN Palopo, along with Ardilah Adriyani, S.Pd. as staff of English Language Education Postgraduate Program

at UIN Palopo who have provided a lot of help and guidance in completing the thesis.

5. Prof. Dr. H. Rustan S., M.Hum, as the first consultant, and Dr. Jufriadi, S.S., M.Pd. as the second consultant, who has given explanations, corrections, suggestions, and direction until this thesis is finished.
6. Dr. Wisran, S.S.,M.Pd as lecturer who help me to validate my Instrument.
7. All the lecturers in UIN Palopo, especially the lecturers in English Language Education Study Program, have given the researcher motivation, knowledge, and attention in preparing this thesis.
8. The Headmaster and all teachers, significantly the English Teacher at MAN Palopo, Miss. Rusni S.Pd. and Miss. Rahmawati S.Pd. have helped the researcher during her research in the school.
9. Special thanks to the researcher's beloved family, especially to the researchers' parents, Achmad Yani SE and Sitti Juaria, who have given their loving attention and prayed for the researcher's success.
10. Special big thanks to the big family of H.Massusungeng and Rauf Family, who have given attention and loving spirit; thank you for caring and supporting the researcher's success.
11. Thanks to all my friends, who can't mention their names individually, thank you for your help and support over this time.
12. All support from the researcher's classmates who have encouraged, motivated, and supported the researcher in completing this thesis.

The researcher hopes this thesis can give some value to the students of the English Department, English teachers, and readers. The researcher admits that this thesis is not perfect, so the researcher will accept suggestions from the readers to improve it. The researcher hopes that this thesis will be beneficial to everyone.

Finally, the researcher, hopefully, Allah SWT, will bless all who have helped the researcher, and the researcher hopes this thesis can be helpful and contribute positively to readers and others.

Palopo, 7 July 2025

Annisa Gita Mulyani
NIM: 23 0504 0007

TABLE OF CONTENTS

CHAPTER I INTRODUCTION.....	1
A. Background	1
B. Problem statement.....	4
C. The Objective of Research	4
D. Significance of the Research.....	4
E. Scope of the Research	5
CHAPTER II REVIEW OF RELATED LITERATURE	7
A. Previous Related Research.....	7
B. Literature Review.....	10
C. Conceptual Framework.....	39
CHAPTER III METHOD OF RESEARCH.....	41
A. Research Method.....	41
B. Time and place of Research	41
C. The variable of the research	41
D. Population & Sample	42
E. Instrument of the research.....	42
F. The procedure of collecting data.....	43
G. Technique of analysis data	44
CHAPTER IV FINDINGS AND DISCUSSIONS.....	52
A. Research Findings	52
B. Discussions.....	59

CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	65
A. Conclusions.....	65
B. Suggestions	66
Bibliography	
Appendix	

ABSTRAK

Annisa Gita Mulyani, 2025. *“Implementasi Prinsip-prinsip Merdeka Belajar dan Dampaknya terhadap Motivasi Belajar Siswa di MAN Palopo.”* Tesis Pascasarjana Program Studi Tadris Bahasa Inggris, Universitas Islam Negeri Palopo. Dibimbing oleh Rustan S. dan Jufriadi.

Penelitian ini berfokus pada implementasi prinsip-prinsip Merdeka Belajar dan dampaknya terhadap motivasi belajar siswa di MAN Palopo. Metode yang digunakan adalah studi kasus kualitatif melalui observasi, wawancara, dan dokumentasi. Partisipan terbatas pada dua guru Bahasa Inggris dan sepuluh siswa kelas XI, karena penelitian diarahkan untuk menggali secara mendalam pengalaman kelompok kecil. Hasil penelitian menunjukkan bahwa penerapan prinsip Merdeka Belajar berdampak positif pada motivasi intrinsik maupun ekstrinsik siswa. Motivasi intrinsik muncul dari minat pribadi, kesenangan belajar, serta otonomi dalam memilih topik atau metode pembelajaran. Temuan ini sejalan dengan *Self-Determination Theory* (Deci & Ryan) yang menekankan pentingnya kebutuhan akan otonomi, kompetensi, dan keterhubungan sosial dalam menumbuhkan motivasi internal. Sementara itu, motivasi ekstrinsik dipengaruhi oleh dukungan guru, peran orang tua, serta target pencapaian nilai. Faktor ini sesuai dengan pandangan teori bahwa motivasi eksternal dapat berubah menjadi motivasi yang lebih terinternalisasi ketika siswa merasakan dukungan lingkungan. Kedua bentuk motivasi tersebut tampak pada meningkatnya antusiasme, kepercayaan diri, dan partisipasi aktif siswa di kelas. Secara keseluruhan, penerapan Kurikulum Merdeka Belajar secara efektif dapat menumbuhkan motivasi yang beragam dan mendukung terciptanya pembelajaran bahasa Inggris yang lebih aktif, mandiri, dan bermakna. Penelitian ini memberi implikasi bagi guru dalam merancang pembelajaran, bagi siswa dalam menumbuhkan sikap positif terhadap bahasa, serta bagi peneliti selanjutnya dalam mengkaji pengembangan kurikulum.

Kata Kunci: Pendidikan, Kurikulum, Motivasi Belajar, Pembelajaran Bahasa Inggris, Merdeka Belajar

[Diverifikasi oleh UPB]



ABSTRACT

Annisa Gita Mulyani, 2025. *“The Implementation of The Merdeka Belajar Principles and its Impact on Student’s Motivation at MAN Palopo.”* Thesis of Postgraduate English Language Education (Tadris Bahasa Inggris) Study Program, Universitas Islam Negeri Palopo. Supervised by Rustan S. and Jufriadi.

This study investigates how the principles of *Merdeka Belajar* (Freedom to Learn) are implemented and how they influence students’ learning motivation at MAN Palopo. A qualitative case-study design was employed, using observation, interviews, and documentation. Participants consisted of two English teachers and ten eleventh-grade students, allowing for an in-depth exploration of a small group’s experiences. Findings reveal that applying *Merdeka Belajar* principles positively affects both intrinsic and extrinsic motivation. Intrinsic motivation arises from personal interest, enjoyment of learning, and the autonomy to choose topics or learning methods, aligning with Self-Determination Theory (Deci & Ryan), which highlights the need for autonomy, competence, and social relatedness in fostering internal motivation. Extrinsic motivation is shaped by teacher support, parental involvement, and achievement goals, which can gradually internalize when environmental support is perceived. Both forms of motivation manifest in heightened enthusiasm, confidence, and active classroom participation. Overall, implementing the *Merdeka Belajar* curriculum effectively cultivates diverse motivations and fosters more active, independent, and meaningful English learning. The study offers implications for teachers in designing instruction, for students in developing positive attitudes toward language learning, and for future researchers interested in curriculum development.

Keywords: Education, Curriculum, Learning Motivation, English Language Learning, *Merdeka Belajar*

Verified by UPB



الملخص

أنيسا غيتا موليانى، 2025م. "تطبيق مبادئ مريديكا بلجار وأثره في دافعية التعلّم لدى طلاب المدرسة الثانوية الإسلامية الحكومية بالوبو (MAN Palopo)." رسالة ماجستير في برنامج تدريس اللغة الإنجليزية، الدراسات العليا، جامعة بالوبو الإسلامية الحكومية. بإشراف: رستان س. وجفريادي.

تركّز هذه الدراسة على تطبيق مبادئ مريديكا بلجار وأثره في دافعية التعلّم لدى طلاب الصف الحادي عشر في المدرسة الثانوية الإسلامية الحكومية بالوبو. وقد استُخدم المنهج النوعي بأسلوب دراسة الحالة من خلال الملاحظة والمقابلة والتوثيق، واقتصر المشاركون على معلّمين اثنين للغة الإنجليزية وعشرة طلاب فقط، وذلك بغية التعمّق في خبرة مجموعة صغيرة. أظهرت النتائج أنّ تطبيق مبادئ مريديكا بلجار أثر إيجاباً في كلّ من الدافعية الداخلية والدافعية الخارجية للطلاب. أمّا الدافعية الداخلية فانبثقت من الاهتمام الشخصي، ومتعة التعلّم، والاستقلالية في اختيار الموضوعات أو طرائق التعلّم. وتتوافق هذه النتائج مع نظرية تقرير المصير "ديتشي وريان" التي تؤكد أهمية تلبية حاجات المتعلّم إلى الاستقلالية والكفاءة والتواصل الاجتماعي في تنمية الدافعية الداخلية. وأمّا الدافعية الخارجية فترتبط بدعم المعلّم، ودور الوالدين، وأهداف التحصيل الدراسي؛ وهي عوامل يمكن أن تتحوّل إلى دافعية أكثر تجذراً حين يشعر الطالب بدعم بيئته التعليمية. وقد تجلّت أشكال الدافعية هذه في تزايد الحماس والثقة بالنفس والمشاركة الفاعلة للطلاب داخل الصف. وبصورة عامة، فإنّ تطبيق منهاج مريديكا بلجار أسهم بفاعلية في تنمية أنماط مختلفة من الدافعية، ودعم تحقيق بيئة تعليمية أكثر نشاطاً واستقلالية وذات معنى في تعلّم اللغة الإنجليزية. وتقدّم هذه الدراسة دلالات عملية للمعلّمين في تصميم التدريس، وللطلاب في تنمية مواقف إيجابية تجاه اللغة، وللباحثين اللاحقين في مجال تطوير المناهج.

الكلمات المفتاحية: التربية، المنهاج، دافعية التعلّم، تعليم اللغة الإنجليزية، مريديكا بلجار

تم التحقق من قبل وحدة تطوير اللغة



CHAPTER I

INTRODUCTION

A. Background

The Merdeka Curriculum is a curriculum designed by the Indonesian government to strengthen students' competency and character and promote freedom in determining the chosen educational route. Education units and educators have the flexibility to determine learning activities and teaching instruments under learning objectives, the environment of the education unit, and the characteristics of students.¹ The aim of inclusive education in Kurikulum Merdeka is to provide the widest opportunity for all students who have physical, emotional, mental and social disabilities, or have the potential for intelligence and/or special talents to obtain quality education according to their needs and abilities; and realizing the implementation of education that respects diversity and is not discriminatory for all students.

The Merdeka Belajar Curriculum has become the focus of education reform in Indonesia, giving students more flexibility in developing their interests and talents. In the current context of globalization, the ability to speak English is becoming increasingly important, so the implementation of an independent curriculum of learning in English learning has become very relevant. However, learning English in an environment where it is not the mother tongue is often faced with challenges, such as lack of resources and less supportive teaching. Student

¹ R. dan T. Menteri Pendidikan, Kebudayaan, "Salinan Keputusan Menteri Pendidikan, Kebudayaan, Riset Dan Teknologi Republik Indonesia Nomor 56/M/2022 Tentang Pedoman Penerapan Kurikulum Dalam Rangka Pemulihan Pembelajaran.," 2022.

motivation plays a crucial role in learning success. When students feel motivated, they tend to be more active and participate in the learning process.

Learning English is very important because John stone states that, if people learning English, learn subject matter, acquire skills, shape attitudes, develop themselves in a purely linguistic way.² English is the study obtained through the learning process. That process of language learning has a significant influence on some students who are able to obtain English skills. There are four skills including listening, speaking, reading, and writing. The students have to master all English skill either actively or passively. Students can be stressed because of the many skills that must be mastered in learning English. The teacher has a role to make learning more enjoyable so students can absorb the lesson well. In order to make students happy with English lessons, the teacher must know how students are motivated in learning English.

Motivation is an effort to get a language because of the desire to do and a sense of satisfaction. It is an important factor in the success of language learning. Motivation will make students enthusiastic in the teaching-learning process so they will be pushed to study English well. Students must be enthusiasm, commitment, and perseverance because this is the main determinant of students' success or failure in learning. The motivation of students is one of the most important factors influencing success or failure in learning the language. It shows that motivation becomes a key point in learning English.

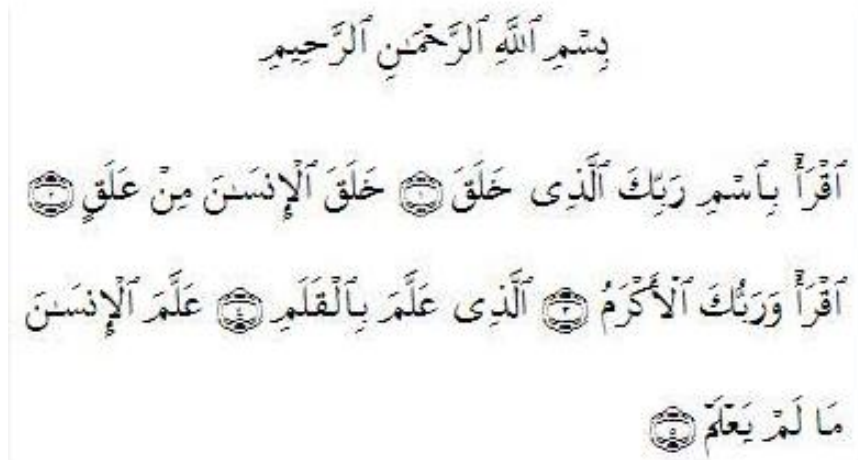
² Richard, Johnstone. (Ed). *Learning through english: policies, challenges, and prospects*. (Malaysia: Britis Council, 2010), P. 8

Factors could affect students in learning English such as from students (intrinsic motivation) and extrinsic motivation such as from parents, surrounding, from facilities and infrastructure, from the methods used by the teacher in teaching. It is important to know how students are motivated and students fail and success because, high and low motivation depending on the students' goals in learning English. According to Gardner et al cited in Rosen states that two factors can motivate students in learning English, namely integrative motivation is learning languages because they want to communicate with users of English and instrumental motivation is learning English to improve careers in the future.³

The successful in learning English will depend on the motivation. In other word, learning and motivation closely bound together, and influence one another heavily. When learning English, different students have different difficulties and problems. They can make different mistakes in English pronunciation, grammar and vocabulary usage. It will give the influence on students' motivation in learning English. Some of the students feel that English is very difficult to study, but they are motivated to study hard for the good achievement. In other hand, some students feel anxiety and bored in learn. As the result, they got low achievement in English.

As Surah Al - 'Alaq verses 1-5 is the first revelation sent down to the Prophet Muhammad and emphasizes the importance of reading, learning, and seeking knowledge.

³ Russel, S, Rosen. *Learning American sign Language in high school: Motivation, strategies, and achievement*. (Washington: Gallaudet University Press, 2015). P. 30-31



Meaning:

In the name of Allah, The Most Merciful, the Most Merciful. Recite the name of your Lord who created (Verse 1). He created man from a clot of blood (V. 2). Recite it, and your Lord is the Most Merciful (verse 3). Who taught by the pen (verse 4). He taught man that which he knew not (v. 5).

Motivation is consider an essential element along with language capacity in shaping success in learning a new language in the classroom setting. By knowing about the students' motivation, teachers can know their students' interest in learning English. Thus, they can improve their teaching. In learning English, each student is motivated. In this study, the writer wanted to know the students' motivation in learning English by applying merdeka belajar curriculum. Thus, the writer carried out of study entitled "*The Implementation of The Merdeka (Belajar) Principles and Its Impact on Student's Motivation at MAN Palopo*".

B. Research Question

The researcher formulates the problem of this research as follows:

1. How does the principle of Merdeka Belajar implemented at MAN Palopo?
2. What is the impact of the implementation of Merdeka Belajar principles on students' learning motivation at MAN Palopo?

C. The objective of the research

Related to the question above, the objective of the research as follows:

1. To describe the implementation of the Merdeka Belajar principles at MAN Palopo.
2. To know the impact of the implementation of the Merdeka Belajar principles on students' learning motivation at MAN Palopo.

D. Significance of the research

This research is addressed to several parties, as follows:

1. For teacher of English Subjects

In education, the curriculum will continue to be updated to keep up with the times and technology so that the world of education will continue to develop, as in the 2013 curriculum reform to a Merdeka Curriculum, although it has not been implemented in all schools, there are already several schools that have implemented a Merdeka Curriculum. In updating the curriculum, of course, there are many challenges faced by English teachers in learning, so the researcher describe the results of the research in the form of challenges and improvements that teachers need to know to deal with these challenges so that researcher hope that with this

research English teachers will be assisted in learning activities in the implementation of the Merdeka curriculum in schools.

2. For Students

By adapting to the Times that demand creativity and innovation from students to prepare students who are active, independent, creative, and accomplished, independent learning curriculum is developed, but on the other hand, students need to prepare to implement an independent learning curriculum. So for students, this study can be used as knowledge about how to motivate students to use the Independent curriculum, especially from the point of view of students in learning English so that students as elements of the school can make improvements in the future so that English learning activities can run well, effectively and can achieve learning goals.

3. For Other Researchers in the Future

For further research materials, this research can be used as a reference for future research developments, especially in every renewal of the curriculum which will continue to be updated with the times.

E. Scope of the research

This research is limited to the implementation of the Merdeka Belajar principles and their impact on students' learning motivation at MAN Palopo. The scope of the research is described as follows:

1. Subject of the Research

The subjects of this research are teachers and students of MAN Palopo who are directly involved in the implementation of the Merdeka Belajar program.

2. Focus of the Research

The study focuses on two main aspects:

- The way in which the principles of Merdeka Belajar are implemented in the teaching and learning process at MAN Palopo.
- The impact of the implementation on students' motivation, including both intrinsic and extrinsic aspects.

3. Time and Place

The research is conducted at MAN Palopo during the academic year 2025.

4. Limitation

The research does not cover all aspects of the national education policy, but specifically limits itself to the Merdeka Belajar principles and their direct influence on student motivation within the context of MAN Palopo.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research

In this research, there is some previous research that has the same topic as this research. Below are some previous researches:

First, a research entitled “An Analysis of The Implementation of Merdeka Curriculum in English Teaching Learning SMPN 14 Bengkulu”⁴ The results of the study showed that the implementation of the merdeka curriculum in English learning has a positive impact on student motivation and participation. Teachers has more freedom in designing and adapting learning materials according to their needs and asking students. However, this study also found several challenges and opportunities, such as limited resources and technical support, as well as the need for further training for teachers to understand and apply the principle of merdeka curriculum effectively.

Second, a research entitled “Students Motivation in Learning English in MAN Kunir Wonodadi Blitar”⁵ The result of this research showed from the students’ answer in the questionnaire. There are ten questions in the questionnaire. Question number one until number five are questions about intrinsic motivation and question number six until number ten are questions for extrinsic motivation. From the

⁴ Fabela, P., Zasrianita, F., & Febriani, H. (2024). An Analysis of The Implementation of Merdeka Curriculum in English Teaching Learning SMPN 14 Bengkulu. *Jurnal Kajian Ilmu Pendidikan (JKIP)*, 5(2), 180-188. <https://doi.org/10.55583/jkip.v5i2.982>.

⁵ Kusumawati, F. H. (2021). *Students' Motivation in Learning English*. Tulungagung: State Islamic Institute (Iain) Tulungagung.

calculation showed that the score of the students intrinsic motivation is 55% and the students' extrinsic motivation is 45%. It is mean that the student in MAN Kunir Wonodadi Blitar have higher intrinsic motivation than extrinsic motivation.

Third, a research entitled "Vocational High School English Teachers' Perspectives On "Merdeka Belajar" Curriculum"⁶ with the results that English teachers still do not understand the concept of merdeka, which means it is still difficult for teachers to carry out english learning activities by implementing the Merdeka belajar curriculum because IT facilities and infrastructure are also not yet adequate. Based on this research, the views of English teachers suggest that the government holds socialization activities on the concept of implementing a Merdeka Curriculum.

Fourth, a research entitled "The Effectiveness of Merdeka Belajar in Enhancing Students' Motivation to Learn English"⁷ examined the impact of the Merdeka Belajar curriculum on students' motivation in learning English at the junior high school level in Surabaya. The study used a mixed-methods approach, involving surveys, interviews, and classroom observations. The findings revealed that the Merdeka Belajar curriculum's emphasis on student-centered learning, such as project-based and inquiry-based approaches, significantly increased students' engagement and intrinsic motivation. Students reported feeling more empowered to explore their interests in English through interactive activities and personalized

⁶ Kusuma, Anita P. and Ririn Pusparini. (2021). Vocational High School English Teachers' Perspectives On "Merdeka Belajar" Curriculum. *Jurnal Ilmu Pendidikan*, 3(5).

⁷ Rahayu, S. (2022). The Impact of Merdeka Belajar Curriculum on Students' Motivation in Learning English: A Case Study in Junior High Schools. *Surabaya: Language Education Journal*, 10(1), 23–37.

learning plans. However, challenges included varying levels of teacher readiness and access to resources, which affected implementation consistency.

Fifth, entitled “Promoting English Learning Motivation Through Inquiry-Based Learning in Merdeka Belajar Curriculum”⁸ explored how the Merdeka Belajar curriculum supports inquiry-based learning to foster motivation among high school students in Jakarta. The study highlighted that the curriculum's flexibility allowed teachers to tailor lesson plans to real-world contexts, making English learning more relevant and engaging. Through interviews and focus group discussions, students expressed higher motivation due to the freedom to select topics of personal interest for assignments and projects. The study concluded that while the curriculum is effective in promoting student motivation, its success relies heavily on continuous teacher training to master inquiry-based techniques and create a supportive learning environment.

Sixth, entitled “The Role of Merdeka Belajar in Shaping Students' Motivation and Self-Regulated Learning in English”⁹ investigated the role of the Merdeka Belajar curriculum in shaping motivation and self-regulated learning in English among vocational high school students in Bandung. The research employed a quantitative approach using pre- and post-implementation surveys. The findings showed a significant increase in students' motivation scores after six months of curriculum implementation. Students appreciated the curriculum's focus on

⁸ Susanti, T. (2023). *Inquiry-Based Learning in Merdeka Belajar Curriculum: Enhancing English Motivation in Jakarta High Schools*. Jakarta: Journal of Curriculum Innovation, 12(2), 45–58.

⁹ Arifin, Z. (2023). Vocational Students' Motivation and Self-Regulation in English Learning: Analyzing the Merdeka Belajar Approach. Bandung: International Journal of Educational Research, 14(3), 78–92.

collaborative and practical tasks that aligned with their future careers. The study also identified a correlation between higher motivation levels and improved self-regulated learning, suggesting that students took greater initiative in managing their learning processes. Challenges included limited teacher familiarity with collaborative tools and time management issues in implementing flexible learning strategies.

Overall, the novelty of this proposal lies in its specific focus on English language learning in the context of Merdeka Belajar, as well as a more personalized and autonomous approach to student motivation. With this research, it is hoped that new insights can be found into the effectiveness of Merdeka Belajar in increasing learning motivation at the secondary school level, especially in English subjects.

B. Literature Review

1. Definition of Kurikulum Merdeka

The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) launched the Independent Curriculum. Mendikbudristek Nadiem Makarim said that since the 2021/2022 school year, the Independent Curriculum, previously known as the Prototype Curriculum, has been implemented in nearly 2,500 schools participating in the Driving School Program (PGP) and 901 Center for Excellence Vocational Schools as part of the new learning paradigm.¹⁰ Starting in 2022, the Independent Curriculum can be applied to educational units

¹⁰ Sari, M., & Masruddin, M. (2025). Teacher strategies in navigating curriculum transition: From k13 to the merdeka curriculum in primary schools. *International Journal of Asian Education*, 6(1), 151-163.

even though it is not a driving school, starting from TK-B, SD and SDLB grades I and IV, SMP and SMPLB class VII, SMA and SMALB and SMK class X.

Merdeka Belajar Curriculum is an education based on the theory of Constructivism (Piaget, Vygotsky)¹¹ and progressive education (Dewey)¹², which develops flexibility, competency-based learning, as well as strengthening the character of students through comfortable learning. In this education, learners are taught to build their own lives through social interaction and active exploration, in accordance with the theory of Constructivism. In addition, this curriculum provides knowledge for schools and teachers to develop learning methods with the knowledge and character of students, so that the learning process becomes more relevant and effective. With the implementation of policies and learning-based learning, the Merdeka curriculum also aims to improve the values of Pancasila student profiles, such as critical, creativity, mutual assistance, and independence.¹³ This is in line with the idea of John Dewey who stated that education should be done with real efforts so that students are better prepared for the challenges of life in the future.

According to the Kemendikbud, the Kurikulum Merdeka is a curriculum with diverse intra-curricular learning where the content will be optimized so that students have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students. Projects to strengthen the achievement

¹¹ Jean Piaget, *The Psychology of Intelligence* (London: Routledge, 1950).

¹² John Dewey, *Democracy and Education* (New York: Macmillan, 1916).

¹³ Kemendikbud, *Panduan Implementasi Kurikulum Merdeka* (Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022).

of the Pancasila student profile were developed based on certain themes determined by the government. The project is not directed to achieve certain learning achievement targets, so it is not tied to subject content.

According to Makarim, the core of the Kurikulum Merdeka is Merdeka Learning, which is a concept created so that students can explore their respective interests and talents.¹⁴ If previously in the Kurikulum 2013, students had to study all subjects (at the kindergarten to junior high school level) and would be promoted to science/IPS at the high school level, it was different with the Kurikulum Merdeka. In the Kurikulum Merdeka, students will no longer be 'forced' to study subjects that are not their main interest. Students can freely choose the material they want to study according to their respective interests. This is what is meant by the concept of Merdeka Belajar.

According to Azmi, in the concept of Merdeka Belajar, the subject of the learning system is between teacher and student.¹⁵ This means that teachers and students work together to move forward and seek truth, rather than students using teachers as a source of truth. This means that the teacher's position in the classroom is not to tell or standardize the truth in the teacher's view, but to explore truth, the power of reasoning, and the student's critical view of the world and phenomena. The Internet and technological development opportunities are the driving forces for learning to be self-reliant, because it can hack a strict or liberal education system. This includes reforming the workload of teachers and schools that over-handle

¹⁴ Makarim, N. A. (2022). *Kurikulum Merdeka: A New Approach to Education Reform in Indonesia*. Jakarta: Ministry of Education and Culture.

¹⁵ Azmi, F. (2021). *Empowering Students and Teachers Through Merdeka Belajar*. Yogyakarta: Gadjah Mada University Press.

administrative issues. The freedom to innovate, learn independently, and be creative can therefore be exercised by educational units, teachers, and students.

2. Characteristic and purpose of Kurikulum Merdeka

In the new academic year 2022/2023, schools can implement the Independent Curriculum in accordance with school readiness. In order to identify the implementation of an independent and humanistic education, education must have characteristics which Baharudin formulated as follows:¹⁶

- a. It is liberating, liberating which is defined as the process of liberating from all formalistic shackles which will instead produce generations unable to be critical of everything and unable to be creative in various situations.
- b. Includes the spirit of partiality, the alignment in question is that education must be presented wholeheartedly, because education is the right of all human beings.
- c. Participatory principles, which require synergy between schools, parents and the environment. It is intended that education becomes something that is relevant to what students need and also as a means of controlling student development.
- d. Need-based curriculum, this point reinforces the previous point. However, a good system will produce good output too.
- e. Upholding the principle of cooperation, the meaning is synergy between teachers and students to work together to create fun learning.

¹⁶ Baharudin, B. (2007). Education for Liberation: Principles and Practices for Humanistic Learning. Yogyakarta: Pustaka Pelajar.

- f. Evaluation is focused on students, because learning can be said to be successful if students are positioned as subjects who must continuously evaluate their development.
- g. Confidence, it cannot be denied that self-confidence will greatly support the development of the potential of students in individual and social capacities.

Based on the explanation above, we can state that the Kurikulum Merdeka has been developed to be more flexible and to focus on essential materials and the development of students' character and skills. Thus, education must contain characteristics that liberate, both from the point of view of schools, educators, students and their environment.

On the other hand, according to Azzat, the characteristics of independent education must have a liberating character for students in the educational process, so that they can become enlightened individuals.¹⁷ He has the view that education that builds awareness will be more urgent when compared to a learning system that uses rote theory. Furthermore, education must have a goal that is able to implement the humanistic values themselves. He argues that there are at least six points of educational goals:

- a. To prepare someone in terms of religion
- b. To prepare someone in terms of character and morals.
- c. To prepare someone who understands social situations social.

¹⁷ Azzat, M. (2020). *Humanistic Education and the Values of Liberation*. Jakarta: Gramedia Pustaka Utama.

In addition, it can be interpreted that education is not just to gain intellectual property, but also skills or expertise that will later be useful in the lives of students. The main goal of independent learning is to be able to create participants who have an independent spirit who are no longer constrained by the existence of rules and regulations in learning, so that students can always discover their potential and abilities in their own way. Understanding of education that does not have a dichotomy between world affairs and religion. Apart from that, in the independent learning curriculum, a teacher must actively participate in professional networks and organizations to develop a career;

- a. Actively participate in various networking activities and professional organizations
- b. Exploring various learning experiences from activities
- c. Professional networks and organizations to develop careers.
- d. Producing work and/or providing meaningful services from networking activities and professional organizations to develop careers.

3. The Principles and Learning Process of Kurikulum Merdeka Belajar

The learning process in the Kurikulum Merdeka Belajar runs with its learning structure which is divided into 2, namely intra-curricular activities that refer to learning outcomes in each subject, as well as projects to strengthen the profile of Pancasila students which refer to the graduate competency standards of each student. The Kurikulum Merdeka Belajar also changes the learning methods

that were previously carried out in the classroom to learning outside the classroom, with the intention that students can discuss flexibly with educators.

With this learning process, it is hoped that it can shape the character of students in expressing their opinions, as well as social skills in society. Students in the learning process of the Kurikulum Merdeka Belajar are given the freedom to elaborate on their skills, so educators can create super active and productive learning.

Alfaruki stated that the learning process in the Kurikulum Merdeka Belajar is made by prioritizing a pleasant learning atmosphere without causing trouble for educators or students.¹⁸ The learning process is expected to be more comfortable and efficient so that it can make students discuss directly with educators, learn outside the classroom, by forming characters that are independent, brave, intelligent, sociable, civilized, polite, and competitive. This Kurikulum Merdeka Belajar was proclaimed to deal with technological developments or the digitalization era, which requires students to be more competent, so that students will be the center of attention and are also objects in the learning process. Students are taught to know how to collaborate both with their peers and with their educators.

Educators can also make the learning process more meaningful so that later students can apply their knowledge in their lives and are expected to be able to play an active role in their social environment¹⁹. That way, educators must also determine learning media to support the learning process by collaborating

¹⁸ Alfaruki, M. A. (2022). *The Role of Kurikulum Merdeka in Building Student Character and Skills*. Bandung: Educational Perspectives Publishing.

¹⁹ Ministry of Education and Culture (Kemendikbud). (2021). *Kurikulum Merdeka Belajar: Guidelines for Implementation*. Jakarta: Kemendikbud Press.

technology with the learning process in order to form students who have skills in critical thinking, communication, collaboration, and creativity. In line with the opinion of the experts above, it can be concluded that the learning process in the Kurikulum Merdeka Belajar is more focused on the material being studied so that learning is more in-depth, and the time used in the learning process is longer to develop the competence and character of students through independent or group learning.

Merdeka Belajar curriculum gives teachers and students more freedom in the learning process. This curriculum is designed to be more flexible, allowing students to learn according to their interests and talents. Teachers also have the flexibility to adjust learning methods to make them more effective and relevant to students' needs.²⁰ The main approach in this curriculum is student-centered learning. This means that students are encouraged to be more active in exploring and understanding the material in a more independent way. They not only receive information but also participate in the learning process more interactively.

In addition, Merdeka Belajar Curriculum emphasizes the development of 21st century skills, such as critical thinking, creativity, communication, and collaboration. With this approach, students are expected to be better prepared to face future challenges and be able to adapt to various life situations and the world of work. The following are the basic principles of the Merdeka Belajar Curriculum:

1. Flexibility in Learning:

²⁰ Rusdiansyah, Rusdiansyah. "Note-Taking as a Technique in Teaching Reading Comprehension." *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 7.2 (2019).

The Merdeka Belajar Curriculum allows teachers and students to adapt learning materials and methods according to students' needs and interests. This flexibility enables students to learn at their own pace and explore topics that are relevant to their personal and future goals.²¹

2. Student-Centered Learning:

The curriculum shifts the focus from teacher-centered to student-centered learning. Students are encouraged to take an active role in their learning process, while teachers act as facilitators who guide and support students in achieving their learning objectives.

3. Project-Based Learning:

The curriculum promotes the use of project-based learning (PBL) methods. These approaches encourage students to engage in hands-on activities, solve real-world problems, and develop critical thinking and problem-solving skills.²²

4. Strengthening the Pancasila Student Profile:

One of the main goals of the Merdeka Belajar Curriculum is to develop students' character in line with the values of Pancasila. Students are expected to become individuals who are faithful, pious, morally upright, independent, creative, and capable of collaboration.²³

5. Continuous Reflection and Evaluation:

²¹ Kemendikbud RI, "Kurikulum Merdeka: Pedoman Implementasi," 2022.

²² Rahayu, S. (2022). The Impact of Merdeka Belajar Curriculum on Students' Motivation in Learning English: A Case Study in Junior High Schools. *Surabaya: Language Education Journal*, 10(1), 23–37.

²³ Susanti, T. (2023). Inquiry-Based Learning in Merdeka Belajar Curriculum: Enhancing English Motivation in Jakarta High Schools. *Jakarta: Journal of Curriculum Innovation*, 12(2), 45–58.

Reflection and evaluation are integral parts of the Merdeka Belajar Curriculum. At the end of each learning session, students and teachers are encouraged to reflect on the learning process, identify areas for improvement, and set goals for future learning.²⁴

4. The Implementation of Kurikulum Merdeka

Merdeka Belajar the role of learning media, such as interactive learning, is needed by educators and students to achieve learning goals that are in accordance with the Kurikulum Merdeka. In addition, learning media can also support teaching and learning activities in schools. The presence of this Kurikulum Merdeka changed the learning process, which previously tended to be cognitive or rote in nature and at least touched on affective and psychomotor aspects. Now it is transformed into learning by applying interactive, simple, essential, and deep learning methods so that students can easily understand the subject matter delivered by the teacher at school.

Implementation of Kurikulum Merdeka will be more focused on essential material and developing student competencies according to the phase. Therefore, with the presence of this Kurikulum Merdeka, it is hoped that the learning process will be more in-depth, less rushed, fun, and more meaningful. By implementing interactive learning methods, it means that the learning medium used is reciprocity

²⁴ Arifin, Z. (2023). Vocational Students' Motivation and Self-Regulation in English Learning: Analyzing the Merdeka Belajar Approach. Bandung: International Journal of Educational Research, 14(3), 78–92.

or interaction between teachers and students, so students can catch the subject matter easily.²⁵ This interactive learning can be applied by being equipped with text, images, audio, and video displays, and then students are given the opportunity to comment or give opinions about the information in the pictures or videos.

Interactive learning can also stimulate students to think more critically so that they can increase their imagination, improve their abilities, and behave better. One example of the implementation of interactive learning in the Kurikulum Merdeka is through project activities and case studies, where students are given wider opportunities to play an active role in exploring all actual issues such as the environment, health, and others. Interactive learning will also be better when it is supported through the provision of teaching tools such as books, learning modules, and others as complementary means of learning.

At the end of the learning process, it is very necessary to make reflections at the end of each lesson. This learning reflection is one of the most important things in the Kurikulum Merdeka as a means of evaluating teachers and students so they can improve in subsequent learning. With this learning reflection, students can measure the abilities they gain after completing their learning. So that students can find out what material understanding abilities must be maintained and which parts of the material have not been mastered. This reflection can be used as reference material for further learning. Thus, in the next learning process, students will get better results than before.

²⁵ Safitri, A. (2022). Enhancing Student Productivity Through Merdeka Belajar Curriculum. Jakarta: Educational Reform Journal, 14(3), 45–58.

Adapting to the new curriculum that is implemented according to the policy requires the role of a teacher. Teachers play a very important role in the success of the implemented curriculum. The discipline of the school, both teachers and principals, in carrying out the curriculum has contributed to the smooth implementation of the curriculum. Teachers must be able to enforce the curriculum so that students will also easily go through the learning process every day.

Kurikulum Merdeka Belajar puts forward a learning process that is able to foster student creativity through approaches and methods that can train students' thinking skills.²⁶ The methods used are scientific, problem-based learning, project-based learning, inquiry, observation, question- and-answer, and percentages. The effectiveness of these approaches and methods of learning is largely determined by the teacher. Teachers can become the forerunners of driving teachers, who initiate the spread of driving teacher innovations from one teacher to another, from one school to another, and so on.

Freedom of learning needs to be guided by driving teachers and supported by various parties. Teachers who promote independent learning are also not only responsible for providing learning material but also must be able to develop morals, ethics, integrity, and character. The independent learning driving teacher is not only to prepare and personally develop students in three aspects of attitudes, knowledge, and skills but also to prepare policies to build society and civilization so that they

²⁶ Aditya, R. (2023). Fostering Creativity and Innovation Through the Kurikulum Merdeka Belajar. Jakarta: Educational Innovations Journal, 15(2), 75–89.

become an effective nation in avoiding three social ills, namely poverty, ignorance, and civilization underdevelopment.

In addition, with the contents of the speech of the Minister of Education and Culture, Makarim , who stated that driving teachers are teachers who are accustomed to carrying out innovative and creative actions, without being asked or ordered, to provide the best for students, freedom to learn implies and demands teachers, especially those who are able to become driving teachers, who mobilize various components of the education system in order to provide the best service to students in accordance with the vision and mission of their respective schools and regions. The government's policy on teachers driving independent learning aims to improve the character of teachers in carrying out their duties as spearheads of learning, as well as build a fun paradigm for improving services to students and the quality of education in general.

The main goal of Merdeka Belajar driving teachers is to empower teachers to be creative in an innovative way to develop competencies for students in accordance with environmental conditions (Supriyatna, 2023). The application of Merdeka Belajar requires teachers and principals to constantly develop and enrich themselves by learning and seeking new information related to learning and improving the quality of education in general. By becoming accustomed to reading, they can obtain information and make changes in schools according to changes in society and the times.

Therefore, school independence and creativity are demanded in managing education and learning. Behind its autonomy, the school must also be able to pay

attention to the diverse needs of students, the wishes of different staff, the diverse environmental conditions, the expectations of the community who entrust their children to school so that they can be independent, as well as the demands of the world of work to obtain a productive, potential, and quality workforce. Even so, this concept cannot be fully used to solve all educational problems, but it gives a more significant meaning to improving education.

In addition, Makarim²⁷ has made a policy of reforming the Indonesian education system through merdeka belajar. The aim is to explore the greatest potential of teachers and students and improve the quality of learning, by giving teachers the freedom to choose a way of delivering the curriculum or a way of teaching that is in accordance with the competence of their students.²⁸ Merdeka belajar is a policy to restore the essence of assessment. The concept of Freedom to Learn to return education to the essence of the law to give schools the independence to understand the basic competencies of the curriculum is their assessment.

This approach can be enhanced through project activities, case studies, and the provision of teaching tools like books and modules. Reflections at the end of each lesson are essential for evaluating teachers and students, helping them improve their understanding abilities and identify areas that need improvement. This reflection serves as a reference material for further learning, ensuring better results in the next learning process. The implementation of the Merdeka Belajar driving teacher demands the support of a skilled and qualified workforce in order to

²⁷ Makarim, N. A. (2022). *Kurikulum Merdeka: A New Approach to Education Reform in Indonesia*. Jakarta: Ministry of Education and Culture.

²⁸ Sahraini, S. *Microteaching Untuk Pendidikan Bahasa Inggris*. Penerbit Ladang Kata.

generate more productive work motivation, empower local regional authorities, streamline the system, and eliminate overlapping bureaucracy.

2. Concept of Learning

a. Definition of Learning

There are some definitions of learning as follows:

- 1) Cronbach give definition: learning is show by a change in behavior as the result of experience.
- 2) Harold Spears give definition: to try something themselves, to listen, to following direction.
- 3) Geoch, said learning is a change in performance as the result of produce.

b. Purpose of learning Learning

Objectives are actually very numerous and varied. Explicit learning goals are endeavor to be achieves by instructional actions, commonly called instructional effects, which are commonly shape in knowledge and skills. While the more goals are the by product: Is achieved because students live (to live in) a particular learning environment such as, for example, critical and creative thinking skills, open attitude, democratic, acceptance of others' opinions.

c. Types of Learning Methods

1. Lecture Method

The lecture method is a traditional teaching strategy where the teacher or lecturer acts as the primary source of information delivery to students. In this method, material is presented orally in a systematic manner. Although often regarded as less participatory, the lecture method remains effective for conveying a

large amount of information in a relatively short time, particularly when introducing fundamental concepts or theories. To enhance its effectiveness, lectures should be supplemented with visual aids such as presentation media or illustrative materials.

2. Discussion Method

The discussion method places students as active participants in the learning process. Students are encouraged to exchange opinions, present arguments, and explore different perspectives on a particular topic. This method aims to foster critical thinking skills, collaboration, and the ability to articulate and defend ideas rationally. Teachers act as facilitators who guide discussions to ensure focus and productivity.

3. Demonstration Method

The demonstration method involves directly showing students a particular procedure, concept, or phenomenon. By observing real examples, students can better understand abstract processes or principles. This method is highly effective for teaching motor skills, technical procedures, or scientific principles. Teachers must ensure that demonstrations are structured, clear, and provide opportunities for students to ask questions and engage in discussions afterward.

4. Simulation/Role Play Method

The simulation or role-play method enables students to learn through the enactment of real or imagined scenarios. Students assume roles or face specific situations to develop an understanding of concepts, procedures, or social skills. This method effectively teaches communication skills, leadership, decision-making, and

empathy. Furthermore, it increases students' emotional engagement, resulting in deeper learning experiences.

5. Experimentation Method

The experimentation method emphasizes learning through conducting experiments to validate theories or hypotheses. Students engage in scientific procedures by observing, measuring, and analyzing experimental results. This approach fosters not only theoretical understanding but also scientific process skills such as analytical thinking, systematic observation, and data interpretation. It is widely applied in science, technology, and other disciplines requiring empirical verification.

6. Project-Based Learning (PBL)

Project-Based Learning is a student-centered method where learning occurs through the completion of meaningful real-world projects. Students integrate various skills and knowledge to accomplish specific projects within a set timeframe. This approach not only deepens academic mastery but also fosters 21st-century skills such as collaboration, communication, time management, and creativity. Projects should be meaningful, relevant, and challenging for students.

7. Cooperative Learning Method

Cooperative learning emphasizes collaborative learning through small group work, where each member is responsible for the group's success. This method cultivates social skills such as teamwork, communication, and accountability, alongside

academic skills.²⁹ Cooperative learning fosters positive interdependence among students and increases motivation and self-confidence.

3. Concept of Motivation

a. Definition of Motivation

The word motivation is accepted for most of the fields in that learning Motivation is essential for success. We need motivation when we have to do something to succeed. Without such motivation we almost certainly fail to make the necessary effort. There are many factors that depend on motivation, such as motivation is very influential in learning English. When learners are not motivated, they will not be able to learn English or even pay attention to it to learn it. As a result, motivation is considered an important element related with language skills in shaping success in learning English. There are various definitions of motivation from many psychologists. We have to comprehend about what the motivation is in order to know and understand it.

b. Theories of Motivation

Motivation is a fundamental factor influencing students' engagement, persistence, and achievement in the learning process. It can be defined as an internal process that activates, guides, and sustains behavior toward a specific goal. In the context of English language learning, motivation determines the extent to which students are willing to participate in class activities, practice language skills, and

²⁹ Rustan, S., Jufriadi, J., Risman, R., & Junaid, R. (2016). Penerapan Model Pembelajaran Kooperatif Teknik Tudassapulung. *Prosiding*, 2(1).

achieve proficiency. Several prominent theories have been proposed to explain the nature and sources of motivation.

1. Self-Determination Theory (SDT)

Developed by Deci and Ryan the Self-Determination Theory emphasizes the importance of intrinsic motivation, which arises from internal interest and personal value rather than external rewards³⁰. SDT identifies three basic psychological needs:

- Autonomy is the freedom that each person has to or decide something based on the freedom they have.
- Competence is the ability possessed by individuals who can beneficial to the social environment.
- Relatedness is the relationship that individuals have in interacting with other individuals and have a sense of interdependence.

Self-determination or Self-Determination Theory (SDT) is a theory that explains the influence of intrinsic motivation and extrinsic motivation in development of a person's personality. Self-Determination Theory (SDT) motivation is related to the way each individual interacts with the social environment. Self Determination Theory (SDT) focuses on outlining the influence of a person's intrinsic motivation in Personality Development. In general, Self-Determination Theory (SDT) is intrinsic motivation from within the individual who can encourage toperform an action based on their own desires. The Self-

³⁰ Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. Springer Science & Business Media.

Determination Theory (SDT) describes the theory of motivation and self-development of humans by reviewing the differences in the influence of intrinsic motivation and extrinsic motivation. Intrinsic motivation is the motivation that arises from within a person without any influence from outside pressure. Extrinsic motivation is the motivation that arises as a result of control from outside parties over an individual.

The Merdeka Belajar curriculum aligns closely with SDT by providing students with flexibility, encouraging active participation, and fostering collaborative learning environments that enhance motivation in English language classes.

2. Behaviouristic Theory

The behaviouristic theory, also known as behaviorism, is a learning theory that focuses on observable behavior as the primary indicator of learning, rather than internal mental processes³¹. It is grounded in the idea that all behaviors are acquired through interaction with the environment via stimulus-response relationships. Learning, from this perspective, is viewed as a change in behavior that occurs as a result of experience.

Key Concepts of Behaviourism

a. Stimulus-Response (S-R) Mechanism

Learning occurs when a specific stimulus is linked to a specific response through repetition.

³¹ Skinner, B. F. (1953). *Science and Human Behavior*. Macmillan.

b. Reinforcement

- Proposed by B.F. Skinner, reinforcement increases the likelihood of a desired behavior being repeated.
- Positive reinforcement: providing a reward (e.g., praise, extra marks) to encourage behavior.
- Negative reinforcement: removing an unpleasant stimulus to encourage behavior.

c. Punishment

Introducing an unpleasant consequence or removing a desirable one to reduce undesired behavior.

d. Conditioning

Classical conditioning (Pavlov): associating a neutral stimulus with a meaningful one to produce a conditioned response.

Implications for Teaching English under the Merdeka Belajar Curriculum

- Positive Reinforcement: Teachers can motivate students to participate in English activities by giving praise, good grades, or tangible rewards.
- Drill and Practice: Repetitive exercises in vocabulary, pronunciation, or grammar help form correct language habits.
- Immediate Feedback: Correcting mistakes right away prevents the reinforcement of errors.
- Behavior Shaping: Gradually reinforcing successive steps toward the desired language skill, such as moving from single words to complete sentences.

Applications of Behavioral Learning Theory in Education

Behavioral learning theory has numerous applications, including:

a. Classroom Management

Teachers employ behavioral learning strategies to manage classroom dynamics effectively. This includes using reinforcement techniques like praise and rewards to encourage proper behavior and discourage disruptive actions.

b. Behavioral Interventions

Schools implement individualized behavioral interventions tailored to meet the specific needs of students with behavioral and learning challenges. This approach helps in fostering an environment conducive to both learning and personal growth.

c. Skill Acquisition

Educators utilize behavioral learning principles to teach new skills, using repetition and reinforcement to solidify students' understanding and mastery of specific concepts.

d. Positive Behavioral Support (PBS)

This framework is designed to provide systemic support through positive reinforcement, aiming to improve the overall school climate and support students' academic, social, and emotional development.

e. Feedback Systems

Behavioral learning theory underscores the importance of timely and specific feedback, helping students understand the connection between their actions and the outcomes, leading to improved performance and learning outcomes.

f. Motivational Strategies

By using external motivators such as rewards or token systems, educators can enhance student motivation and engagement, promoting persistence and effort in educational tasks.

3. Constructivism Theory

Constructivism is a learning theory that posits that knowledge is actively constructed by learners rather than passively received from the teacher³². Learners interpret and internalize new information by connecting it to their prior knowledge and experiences. This perspective shifts the role of the teacher from a transmitter of information to a facilitator who guides and supports students in their learning process.

Key Principles of Constructivism:

a. Active Learning

Learners play an active role in constructing meaning by engaging in problem-solving, inquiry, and discovery.

b. Prior Knowledge

New learning builds upon existing cognitive structures. Therefore, activating prior knowledge is essential for meaningful learning.

c. Social Interaction

Interaction with peers, teachers, and the community supports the co-construction of knowledge. This is emphasized in social constructivism, which draws from Vygotsky's theory.

³² Piaget, J. (1972). *The Psychology of the Child*. Basic Books.

d. Contextual Learning

Learning is more effective when it occurs in authentic, real-world contexts that are relevant to students' lives.

Two Main Approaches

- a. Cognitive Constructivism (Jean Piaget)
 - Emphasizes individual cognitive development through processes of assimilation and accommodation.
 - suggest that learner's progress through developmental stages and construct knowledge accordingly.
- b. Social Constructivism (Lev Vygotsky)
 - Highlights the importance of social and cultural context in learning.
 - Introduces the concept of Zone of Proximal Development (ZPD), the gap between what a learner can do independently and what they can achieve with guidance (scaffolding).

Implications for Teaching English under the Merdeka Belajar Curriculum

- a. Project-Based Learning (PBL) aligns with constructivist principles by encouraging students to engage in real-life English tasks such as presentations, role plays, and interviews.
- b. Teachers act as facilitators, providing scaffolding to help students progress from guided to independent English use.
- c. Collaborative group work fosters social interaction and co-construction of meaning, which enhances communicative competence.

- d. Contextualized tasks, such as writing emails, preparing travel itineraries, or analyzing English media content, make learning more meaningful and motivating.

Indicators of student who have good motivation to learn, based on theories of educational psychology as proposed by Maslow, Deci & Ryan: Students who have good learning motivation usually show perseverance and persistence in completing learning tasks. They remain consistent in learning despite difficulties or failures.³³ In addition, students who have clear learning goals usually know what they want to achieve, both in the short and long term, and show enthusiasm when talking about their academic plans. This shows that students have a purposeful and focused motivation.

Another important indicator is initiative in learning, which is reflected in the activeness of students to ask questions, seek additional information, and actively engage in discussions. This is characteristic of intrinsic motivation, which is the drive to learn that comes from within oneself due to curiosity and personal satisfaction. Self-Determination Theory (Deci & Ryan) emphasizes that autonomy and the feeling of having control over learning are important factors in eliciting intrinsic motivation. Motivated students are also able to manage time and responsibilities well, such as discipline in doing assignments, preparing for exams, and prioritizing learning activities. This indicates the presence of self-awareness and personal responsibility for the learning process.

³³ Edward L. Deci & Richard M. Ryan, *Intrinsic Motivation and Self-Determination in Human Behavior* (New York: Plenum, 1985).

Students who have high curiosity are also a strong indicator of learning motivation. According to Maslow, curiosity is part of the cognitive needs that arise after basic needs have been met. They tend to explore the material more deeply and are not satisfied with only what the teacher gives. Finally, positive emotions while studying, such as enthusiasm, excitement, and a sense of challenge, indicate that students enjoy the learning process. This corresponds to the humanistic approach of Carl Rogers, who stated that learning will take place optimally if the individual feels safe, valued and free in expressing himself.

c. Types of Motivation

Motivation divided into two main types that are intrinsic motivation and extrinsic motivation. Intrinsic Motivation defines Global intrinsic motivation is the generalized desire to invest effort in the learning for its own sake is largely rooted in the previous attitudes of the learners: whether they see the learning as worthwhile, whether they like the language and it a cultural, political and ethic association. Intrinsic motivation is a motive that becomes active and functioning does not need to be stimulated from the outside, because in each individual manage something. Intrinsic motivations are inherent in the learning situations and meet students' need and purposes.

Intrinsically motivated students are those who learn not because of external pressure (such as grades, punishments, or rewards), but because of encouragement from within themselves. Some of the main indicators of intrinsic motivation include:

1. High Curiosity

Students show genuine interest in the subject matter, often ask questions, and explore topics beyond those taught. This is consistent with Self-Determination Theory (Deci & Ryan), which states that the need for competence and curiosity drive individuals to learn independently.

2. Learn by enjoying the process

Students feel happy, satisfied, or challenged while learning, without thinking too much about the end result. They not only study for exams, but because they want to understand.

3. Take your own initiative in learning

Students look for additional learning resources, organize their own study time, and are active in discussions without prompting. This suggests the existence of learning autonomy, one of the elements of intrinsic motivation.

4. Pursuit Of Personal Achievement, Not External Recognition

Students set learning targets and standards based on personal desire, not solely to be praised or get high scores. This reflects the drive for self-actualization as described in Maslow's hierarchy of needs.

5. Resilient to failure

Students with intrinsic motivation don't give up easily when they fail, because they view mistakes as part of the learning process. They learn to grow, not just to succeed in the eyes of others. This is in line with Carol Dweck's growth mindset view

Students who have motivation to learn due to extrinsic factors show an urge to learn that comes from outside of themselves, such as the desire to get high grades, awards, or recognition from others. One of the main indicators is learning for the sake of getting rewards, such as gifts, praise from teachers or parents, or champion positions in the classroom. This is consistent with behavioristic views, particularly theory B.F. Skinner, who emphasized that learning behavior can be reinforced through external reinforcement (reinforcement)¹. In addition, students learn because of pressure or obligation, for example because they are afraid of being punished, fear of being scolded by their parents, or fear of failure. This suggests a form of controlled external motivation, as described in Self-Determination Theory by Deci and Ryan.³⁴

Another indicator is the motivation to avoid punishment or criticism, such as studying only so as not to be reprimanded by the teacher or so as not to be embarrassed in front of friends. Students are also more focused on the end result (grades) than the learning process itself. They may be diligent in studying when there will be exams or assignments collected, but less interested when there is no assessment. In addition, students with extrinsic motivation often exhibit learning behaviors that are dependent on external stimuli, such as only doing a task when asked, or only being active when there are immediate consequences.

Although extrinsic motivation can encourage students to excel in the short term, when it is not balanced with intrinsic motivation, learning outcomes tend to

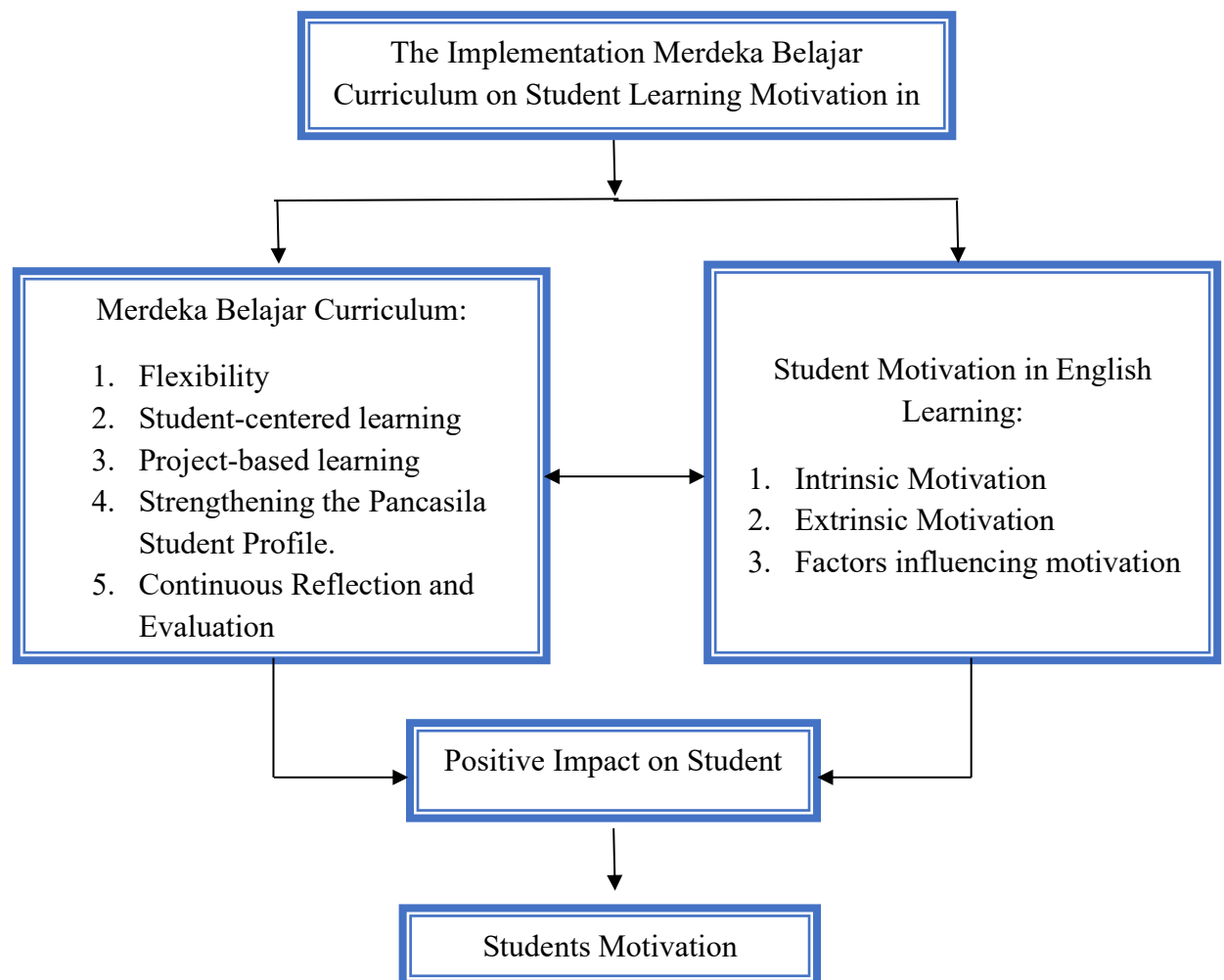
³⁴ Deci, E.L., & Ryan, R.M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Plenum.

be less stable. Therefore, it is important for teachers and parents to help develop the transition from extrinsic motivation to intrinsic motivation over time.

d. Function of Motivation

- 1) Encourage people to act, so as a mover or motor that releases energy. Motivation in this case is the driving force of every activity that will be done.
- 2) Determining the direction of action, towards the goal to be achieved such motivation can provide direction and activities that must be done according to its purposes.
- 3) Selecting the action, which determines what action should be done harmoniously to achieve the goal, by setting aside the actions that are not beneficial to the goal.

C. Conceptual Framework



The framework in this research explains the relationship between the implementation of Merdeka Belajar Curriculum and student motivation in learning English at MAN Palopo. Merdeka Belajar Curriculum, as an independent variable, has key characteristics such as flexibility in learning materials and methods, a focus on student-centered learning, and an emphasis on project-based and inquiry-based approaches. The curriculum is designed to give students the freedom to explore their interests and talents, while encouraging creativity and independence in

learning. The implementation of this curriculum also involves the use of interactive learning methods and evaluative reflection at the end of each learning session, which aims to create a more interesting and meaningful learning environment.

Students' motivation in learning English, as the dependent variable, is influenced by two main types of motivation, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from within students, such as interest, curiosity and personal satisfaction, while extrinsic motivation is influenced by external factors such as rewards, values or pressure from parents and the environment. Factors such as teaching methods, teacher-student interaction, access to learning resources, and the relevance of English learning to students' future goals also play a role in shaping their learning motivation.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

This study was used a qualitative research approach with a case study design. The purpose of using qualitative research is to analyze the implementation of the Merdeka Belajar curriculum and its impact on student learning motivation in English at MAN Palopo. The qualitative approach is chosen to gain a deeper understanding of the experiences, perceptions, and motivations of both students and teachers in relation to the Merdeka Belajar curriculum, focusing on how the curriculum influences students' motivation to learn English.

B. Time and place of the research

1. Time of the research

This research was conducted for 1 month.

2. Location of the research

The research was conducted in MAN Palopo, which is located in Balandai, Bara District, Palopo City South Sulawesi Selatan.

C. The variable of the Research

In this research, there are two variables, namely:

1. The independent variable used in the Merdeka Belajar Curriculum
2. The dependent variable refers to the students' motivation in learning English.

D. Subject of the Research

The subject of this research consists of 2 English teachers and 10 students at MAN Palopo who are directly involved in the implementation of the Merdeka Belajar curriculum. The students selected are those who are currently learning English under this curriculum, while the teachers are those who are responsible for designing and delivering English instruction in accordance with the Merdeka Belajar principles. These subjects are chosen purposively to ensure that the data collected reflect authentic experiences, perceptions, and motivational outcomes related to the curriculum. By focusing on both teachers and students, the research aims to capture a comprehensive view of how the curriculum is implemented and how it affects students' motivation in learning English.

E. Instrument of the Research

The primary instrument used in this research is observation and a semi-structured interview guide. The interview was involved students and English teachers at MAN Palopo who have experienced the implementation of the Merdeka Belajar curriculum. The purpose of the interviews is to obtain in-depth information about their experiences, perceptions, challenges, and opinions regarding the curriculum and its influence on students' motivation to learn English. Semi-structured interviews provide flexibility for the researcher to explore emerging topics while maintaining a focus on key research areas.

F. The procedure for Collecting Data

1) Observation Method

A further method of data collection is observation. Observation is a data - collection process that communicate between humans and natural environment. Observation is an information gathering approach or facts about the real world. Observation involves systematic paperwork of the signs investigated. So that researcher can see directly the activities carried out. This project will conduct to get correct information regarding the implementation of the Merdeka curriculum in teaching English at MAN Palopo.

The researcher' involvement in the observation was that of observer. The researcher studied the teacher and students in second grade. Even during observation, the researcher could see the English teacher teaching students. In addition, the teacher used textbooks as documentary evidence. The teacher then delivered the lesson. Instruments for this observation include observation guidelines and a note to capture classroom.

2) Interview

Data was collected using semi-structured interviews. Semi-Structured Interviews: In-depth interview was conducted with both students and teachers to explore their perceptions of the Merdeka Belajar curriculum. For students, the interviews will focus on their motivation to learn English, their experiences with the flexible learning pathways, and how they perceive the curriculum's influence on their engagement with the subject. Teachers will be interviewed about their

experiences in implementing the curriculum, the challenges they face, and how they perceive students' motivation under this approach.

3) Documentation Method

Documentation is derived from the word documents, which refers to written items. Documentation method refers to the process of collecting data by documenting available data. This method is simpler than other ways of data collection. Data collection with documentation means the gathering of data via documents. According to Sugiyono, documentation is a method of collecting research data, that researcher used by collecting records of events that have passed, either in text, images, or monumental works of someone. Therefore, in this study the researcher used lesson plan and learning objectives flow as documentations.

G. Technique of Analysis Data

The data collected through interviews was analyzed using thematic analysis.³⁵ This method was allowed for the identification of key themes and patterns related to students' motivation to learn English and the implementation of the Merdeka Belajar curriculum. The analysis was involved several steps:

1. Transcription of the interview recordings.
2. Coding the data by identifying significant phrases, words, or ideas.
3. Categorizing the codes into themes that reflect the major aspects of the implementation and its effects on motivation.

³⁵ Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.

4. Interpretation of the data to draw connections between the experiences of students and teachers and the outcomes of the curriculum.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the finding which is a series of facts obtained during the research in the form of observation and interview. The information obtained from this research provided answers to the implementation of the Merdeka Belajar Principles and its impacts on students' motivation at MAN Palopo.

A. Research Findings

This section discusses the findings that observation and answer research questions about the Merdeka Belajar Principles and its impacts on students' motivation at MAN Palopo. The data collection process in this study took 4 days, starting from June 02 to June 05, 2025. Data collection was conducted by interviewing 12 respondents and each respondent took about 15-20 minutes to answer questions. The respondents in this research were 10 students of first Grade and 2 English teachers.

1. The implementation of the Merdeka Belajar Principles at MAN Palopo

Based on classroom observations, teacher interviews, and document analysis, it was found that the implementation of the Merdeka Belajar Principle at MAN Palopo has undergone various adjustments. Teachers are no longer merely knowledge transmitters but also facilitators who guide students in discovering knowledge independently. The learning process is designed to be more contextual, emphasizing learner autonomy and fostering creativity. The main aspects of this implementation include flexibility in learning, student-centered learning, project-

based approaches, the strengthening of the Pancasila Student Profile, and continuous reflection and evaluation.

Tabel 4. 1 Tabel Hasil Wawancara: Penerapan Prinsip merdeka (Belajar).

Prinsip Kurikulum Merdeka	Wawancara Guru	Wawancara Siswa
1. Flexibility	“Kami diberi kebebasan untuk menyesuaikan materi dengan kebutuhan siswa. Misalnya, jika siswa lebih tertarik pada percakapan sehari-hari, kami bisa menambahkan materi dialog praktis.”	“Saya merasa lebih bebas memilih topik yang ingin saya pelajari, misalnya tentang teknologi atau hobi, sehingga belajar terasa lebih menyenangkan.”
2. Student-centered Learning	“Metode pengajaran sekarang lebih menekankan pada aktivitas siswa. Guru hanya sebagai fasilitator, bukan satu-satunya sumber informasi.”	“Kami lebih sering diminta untuk berdiskusi dan mempresentasikan pendapat, jadi saya merasa lebih aktif dibanding hanya mendengarkan guru.”
3. Project-based Learning	“Kami membuat proyek sederhana, seperti drama berbahasa Inggris atau poster edukasi. Hal ini membuat siswa lebih kreatif dan belajar bekerja sama.”	“Saat membuat proyek kelompok, saya bisa mempraktikkan bahasa Inggris secara langsung dan belajar kerja sama dengan teman-teman.”
4. Strengthening the Pancasila Student Profile	“Kegiatan belajar dikaitkan dengan nilai Pancasila, seperti gotong royong dalam proyek kelompok dan sikap toleransi di kelas.”	“Saya belajar tidak hanya bahasa Inggris, tapi juga nilai seperti kerja sama, disiplin, dan menghargai perbedaan teman.”
5. Continuous Reflection and Evaluation	“Setelah setiap pembelajaran, kami melakukan refleksi dengan	“Biasanya setelah belajar, guru bertanya apa yang kami sukai dan apa yang susah.

	siswa tentang apa yang sudah dipahami dan apa yang masih sulit.”	Itu membuat saya bisa menyampaikan kesulitan saya.”
--	--	---

Tabel 4.1 Interview Results Table: The Implementation of merdeka (Belajar)

Principles.

Merdeka Curriculum Principle	Teacher Interview	Student Interview
1. Flexibility	“We are given the freedom to adjust the material according to students’ needs. For example, if students are more interested in daily conversations, we can add practical dialogue topics.”	“I feel freer to choose the topics I want to learn, such as technology or hobbies, so learning feels more enjoyable.”
2. Student-centered Learning	“Teaching methods now emphasize student activities. Teachers act as facilitators rather than the only source of information.”	“We are often asked to discuss and present our opinions, so I feel more active compared to just listening to the teacher.”
3. Project-based Learning	“We create simple projects, such as English dramas or educational posters. This makes students more creative and helps them learn teamwork.”	“When working on group projects, I can practice English directly and learn to collaborate with my classmates.”
4. Strengthening the Pancasila Student Profile	“Learning activities are connected to Pancasila values, such as cooperation in group projects and tolerance in class discussions.”	“I learn not only English, but also values like teamwork, discipline, and respecting differences among friends.”

5. Continuous Reflection and Evaluation	“After each lesson, we do reflection with students on what they have understood and what is still difficult.”	“Usually after class, the teacher asks what we liked and what was difficult. That makes me feel comfortable sharing my struggles.”
--	---	--

a. Flexibility in Learning

Based on the results of observations, teachers have flexibility in choosing teaching methods. Teachers at MAN Palopo prepare teaching modules based on Capaian Pembelajaran (Learning Outcomes/CP), which are then adapted to students' daily lives. This makes learning more contextual and close to student life. In the theory of Independent curriculum, flexibility is given so that learning can adjust to the needs of students and school conditions. This flexibility has a positive impact on the relevance of learning, but on the other hand requires teachers to be more creative. For teachers who are used to raw patterns, this can be a big challenge.

One English teacher stated:

“Saya menerapkan Kurikulum Merdeka dengan mengacu pada capaian pembelajaran (CP), lalu saya menyusun modul ajar sendiri yang saya sesuaikan dengan konteks kehidupan sehari-hari siswa. Dengan begitu, materi menjadi lebih relevan bagi mereka.”³⁶

“I implement the Merdeka Curriculum by referring to learning outcomes (CP). Then, I compile my own teaching modules that I adapt to the context of students' daily lives. That way, the material becomes more relevant to them. I also often give students simple projects, such as creating dialogues, writing short reports in English, and doing homework that encourages them to seek learning resources independently.”

³⁶ Interviewee with an English teacher of MAN Palopo Rusni, S.Pd., 3 June 2025.

The interview results showed that teachers apply flexibility in learning by providing several assignment options that students can choose according to their abilities and interests. The teacher explained:

*"Saya menyiapkan beberapa opsi untuk tugas dan menjelaskan kriteria masing-masing. Siswa dapat memilih opsi yang paling sesuai dengan kemampuan dan minat mereka. Misalnya, di kelas bahasa Inggris, mereka dapat memilih untuk membuat pertunjukan dialog, membuat cerita pendek, atau merancang presentasi digital"*³⁷

"I prepare several options for tasks and explain the criteria for each. Students can select the option that best matches their ability and interest. For example, in English class, they can choose to make a dialogue performance, create a short story, or design a digital presentation."

In practice, the application of this flexibility faces challenges, especially when students work on different tasks simultaneously. The teacher revealed that

*"Pada awalnya itu merupakan tantangan karena siswa melakukan hal yang berbeda pada waktu yang bersamaan. Tapi saya menanganinya dengan menetapkan tenggat waktu yang jelas dan rubrik penilaian. Saya juga berkeliling kelas, memeriksa setiap kelompok atau individu untuk membimbing mereka."*³⁸

"At first it was a challenge because students were doing different things at the same time. But I handle it by setting clear deadlines and assessment rubrics. I also move around the class, checking each group or individual to guide them."

This strategy helps maintain order and ensures all students get the guidance they need. Regarding the response of students, the majority showed a positive attitude. They feel more comfortable and motivated when given a choice in learning. The teacher said:

"Kebanyakan dari mereka merasa lebih nyaman dan termotivasi. Mereka suka memiliki pilihan karena itu membuat mereka merasa dipercaya. Namun,

³⁷ Interviewee with an English teacher of MAN Palopo Rahmawati ,S.Pd. , 3 June 2025.

³⁸ Interviewee with an English teacher of MAN Palopo Rusni,S.Pd. , 3 June 2025.

beberapa siswa masih membutuhkan bimbingan karena mereka terbiasa diberi tahu persis apa yang harus dilakukan."³⁹

"Most of them feel more comfortable and motivated. They like having choices because it makes them feel trusted. However, some students still need guidance because they are used to being told exactly what to do."

This shows that flexibility not only increases motivation, but also fosters students' self-confidence, although some still require further direction. The reason teachers emphasize the importance of flexibility is because each student has different strengths. The Teacher said, every student has different strengths. Some are good at speaking, others at writing, others at using technology. If we force them to use only one method, some will struggle. Flexibility allows them to show their abilities in the way they feel most confident. Thus, flexibility allows students to optimally express their potential. This approach makes students more emotionally engaged in the learning process, ultimately enhancing their motivation.

b. Student-Centered Learning

The results of the interview showed that teachers understand student-centered learning in the context of Independent Learning as a discipline that puts students at the center of the learning process. The teacher explained that the role of teachers is no longer as the main source of learning, running facilitators and coaching:

*"Pembelajaran yang berpusat pada siswa berarti bahwa fokus proses pembelajaran adalah pada siswa, bukan pada guru. Guru lebih berperan sebagai fasilitator atau pembimbing, sedangkan siswalah yang secara aktif mengkonstruksi pengetahuan, mengajukan pertanyaan, dan mengeksplorasi topik berdasarkan kebutuhan dan minatnya."*⁴⁰

³⁹ Interviewe with an English teacher of MAN Palopo Rahmawati, S.Pd. , 3 June 2025.

⁴⁰ Interviewe with an English teacher of MAN Palopo Rusni, S.Pd. , 3 June 2025.

"Student-centered learning means that the focus of the learning process is on the student, not the teacher. Teachers act more as facilitators or mentors, while students are the ones who actively construct knowledge, ask questions, and explore topics based on their needs and interests."

In practice, teachers explain that activities such as group discussions, project-based assignments, presentations, and learning sessions are examples of activities that encourage integrated learning in students. The teacher say:

*"Kegiatan seperti diskusi kelompok, tugas berbasis proyek, presentasi, dan sesi pemecahan masalah. Kegiatan ini memungkinkan siswa untuk lebih bertanggung jawab dan menjadi peserta aktif dalam pembelajaran."*⁴¹

"Activities such as group discussions, project-based tasks, presentations, and problem-solving sessions. This activity allows students to be more responsible and be active participants in learning."

Teachers implement student-based learning by designing learning that engages students to explore the material. It does not necessarily erase everything, but contributes to youth who support students in their own search for answers through reading, discussion or using digital resources. The teacher completes:

*"Saya mulai dengan merancang pelajaran yang memberikan kesempatan kepada siswa untuk mengeksplorasi. Misalnya, alih-alih saya menjelaskan semuanya, saya mengajukan pertanyaan panduan dan membiarkan mereka menemukan jawabannya melalui membaca, berdiskusi, atau menggunakan sumber daya digital. Kemudian, kita berbagi dan merenung bersama."*⁴²

"I started by designing lessons that gave students the opportunity to explore. For example, instead of me explaining everything, I ask guides questions and let them find the answers through reading, discussion or using digital resources. Then, we share and reflect together."

Student responses to this education are generally positive. Many students feel more engaged and involved because they are given the opportunity to engage, choose, and make decisions. However, teachers also perceive ada as students who are still more comfortable with traditional patterns. It supports:

"Banyak siswa menikmatinya karena mereka merasa lebih terlibat dan dihargai. Mereka suka diberi kesempatan untuk berbicara, memilih, dan

⁴¹ Interviewe with an English teacher of MAN Palopo Rahmawati S.Pd. , 3 June 2025.

⁴² Interviewe with an English teacher of MAN Palopo Rusni,S.Pd. , 3 June 2025.

*memutuskan. Namun ada juga siswa yang tidak terbiasa dan terkadang lebih memilih hanya mendengarkan gurunya. Bagi mereka, saya mencoba mendorong partisipasi secara perlahan.”*⁴³

"Many students enjoy it because they feel more involved and valued. They like to be given the opportunity to talk, choose and decide. But there are also students who are not used to it and sometimes prefer to just listen to the teacher. For them, I try to encourage participation slowly."

The teacher said that student-based learning is important because the needs of today's students are not just providing information, but developing critical thinking, creativity, and problem solving skills. According to the teacher:

*"Karena siswa saat ini membutuhkan lebih dari sekedar menghafal informasi. Mereka membutuhkan pemikiran kritis, kreativitas, dan keterampilan memecahkan masalah. Dengan menjadikan pembelajaran berpusat pada siswa, mereka dapat melatih keterampilan tersebut dan menjadi pembelajar yang lebih mandiri.”*⁴⁴

"Because today's students need more than just memorizing information. They require critical thinking, creativity, and problem-solving skills. By making learning student-centered, they can practice those skills and become more independent learners."

In addition, this principle also applies positively to student learning motivation. By feeling that their voice is heard and having an active role in the learning process, students become more excited and try harder. The teacher insists:

"Ketika siswa merasa suaranya penting dan terlibat langsung dalam proses pembelajaran, motivasi mereka meningkat. Mereka bukan hanya penerima pasif, tetapi agen aktif. Hal ini membuat mereka lebih terlibat dan mau berusaha untuk belajar."

"When students feel their voice is important and directly involved in the learning process, their motivation increases. They are not just passive recipients, but active agents. This makes them more engaged and willing to learn."

⁴³ Interviewe with an English teacher of MAN Palopo Rusni,S.Pd. , 3 June 2025.

⁴⁴ Interviewe with an English teacher of MAN Palopo Rahmawati,S.Pd. , 3 June 2025.

Observations also revealed that students were more active in class discussions, though some remained passive and required personal attention.

c. Project Based Learning

Teachers understand Project-Based Learning as a learning method in which students learn by working on real projects that are relevant to subjects and everyday life. According to the teacher:

“Pembelajaran Berbasis Proyek berarti siswa belajar dengan mengerjakan proyek nyata yang terkait dengan mata pelajaran dan kehidupan sehari-hari mereka. mere mendengarkan penjelasan, mereka mengerjakan tugas-tugas yang membutuhkan perencanaan, penelitian, kolaborasi, dan presentasi”⁴⁵

“Project-Based Learning means students learn by doing real projects that are connected to the subject and their daily lives. Instead of simply listening to explanations, they work on tasks that require planning, research, collaboration, and presentation.”

This indicates that the teacher adapts the form of the project to the characteristics of the subject so that learning is more meaningful. Teachers implement Project-Based Learning with several stages. First, he explains the theme and purpose of the project, then divides the students into groups to design a work plan. During the process, the teacher acts as a facilitator who provides feedback and assistance when students face difficulties. At the final stage, students present their work to be discussed and evaluated together. The teacher says.

“Pertama, saya jelaskan tema proyek dan tujuannya. Kemudian saya membagi siswa menjadi beberapa kelompok dan membiarkan mereka merancang rencana proyek mereka. Selama proses tersebut, saya bertindak sebagai fasilitator, memberikan umpan balik dan membimbing mereka saat menghadapi kesulitan. Akhirnya, mereka mempresentasikan hasilnya ke kelas, dan kami berdiskusi dan mengevaluasi bersama.”⁴⁶

⁴⁵ Interviewe with an English teacher of MAN Palopo Rusni,S.Pd. , 3 June 2025.

⁴⁶ Interviewe with an English teacher of MAN Palopo Rahmawati ,S.Pd. , 3 June 2025.

“First, I explain the project theme and the objectives. Then I divide students into groups and let them design their project plan. During the process, I act as a facilitator, giving feedback and guiding them when they face difficulties. Finally, they present the results to the class, and we discuss and evaluate together.”

Teachers emphasize that PBL is important because it prepares students for real-life challenges. Through projects, students not only understand the subject matter, but also practice collaboration, communication and critical thinking skills that are relevant for the future. The teacher explained:

"Karena itu mempersiapkan mereka menghadapi tantangan kehidupan nyata. Dengan mengerjakan proyek, mereka tidak hanya mempelajari materi pelajaran tetapi juga kolaborasi, komunikasi, dan pemikiran kritis. Ini adalah keterampilan penting untuk masa depan."

“Because it prepares them for real-life challenges. By working on projects, they learn not only the subject matter but also collaboration, communication, and critical thinking. These are essential skills for the future.”

In addition, teachers assess that PBL can increase learning motivation because students see a real connection between the subject matter and their lives.

The teacher says:

"Siswa lebih termotivasi karena melihat relevansi dari apa yang mereka pelajari. Mereka tidak hanya menghafal, tetapi menerapkan ilmu untuk menciptakan sesuatu. Ini membuat mereka bangga dengan pekerjaan mereka dan ingin belajar lebih banyak."

“Students are more motivated because they see the relevance of what they learn. They don't just memorize, but apply knowledge to create something. This makes them proud of their work and eager to learn more.”

Thus, PBL not only strengthens students ' academic understanding, but also builds their intrinsic motivation through contextual and meaningful learning experiences.

d. Pancasila Student Profile Strengthening Project (P5)

Teachers understand P5 as a program under the leadership of Merdeka Belajar that aims to build the character of students in accordance with the values of Pancasila. The focus of this program is not only on academic performance, but also essential competencies such as faith and devotion, global sustainability, mutual cooperation, sustainability, critical, and creativity. The teacher explained:

*"P5 merupakan program di bawah Merdeka Belajar yang bertujuan untuk membentuk karakter mahasiswa sesuai dengan nilai-nilai Pancasila. Ini berfokus pada kompetensi seperti iman dan kesalehan, keragaman global, kerja sama timbal balik, kemandirian, penalaran kritis, dan kreativitas."*⁴⁷

"P5 is a program under Merdeka Belajar that aims to shape the character of students in accordance with the values of Pancasila. It focuses on competencies such as faith and piety, global diversity, mutual cooperation, independence, critical reasoning, and creativity."

At MAN Palopo, the implementation of P5 is a thematic activity that integrates the values of Pancasila in real life, such as environmental care, appreciation of local culture, social care, and social service. The teacher completes:

"Misalnya, proyek tematik seperti kepedulian lingkungan, apresiasi budaya lokal, kewirausahaan, dan bakti sosial. Setiap proyek dirancang untuk mengintegrasikan nilai-nilai Pancasila ke dalam pengalaman kehidupan nyata."

"For example, thematic projects such as environmental awareness, appreciation of local culture, entrepreneurship, and social services. Each project is designed to integrate Pancasila values into real-life experiences."

In practice, P5 is organized collaboratively across subjects. The teacher together draws up the theme of the project, then the students work in groups to realize, realize and realize the result. Examples of implementation on

⁴⁷ Interviewe with an English teacher of MAN Palopo Rusni,S.Pd. , 3 June 2025.

environmental themes are managing trees, managing waste, or making work environmentally friendly. The teacher explained:

*"Kami biasanya berkolaborasi lintas mata pelajaran. Guru merancang tema proyek bersama, kemudian siswa bekerja dalam kelompok untuk merencanakan, mengimplementasikan, dan mempresentasikan proyek mereka. Misalnya, dalam tema lingkungan, mahasiswa menanam pohon, mengelola sampah, atau membuat kerajinan ramah lingkungan."*⁴⁸

"We usually collaborate across subjects. The teacher designs the theme of the project together, then students work in groups to plan, implement and present their project. For example, in the environmental theme, students plant trees, manage waste, or make environmentally friendly crafts."

In this project, the teacher does not work as the main instructor, but rather as a facilitator and mentor. Teachers create processes, make progress, and provide feedback to make students more independent and creative. Teachers support:

*"Guru lebih berperan sebagai fasilitator dan pembimbing. Kami tidak memberikan petunjuk langkah demi langkah, melainkan membimbing siswa, memantau kemajuan mereka, dan memberikan umpan balik. Siswa didorong untuk berinisiatif dan berkreasi."*⁴⁹

"Teachers act more as facilitators and mentors. We do not provide step-by-step instructions, but rather guide students, monitor their progress, and provide feedback. Students are encouraged to take initiative and be creative."

Teachers teach that P5 is important because it develops character academic abilities and soft skills. Students learn the values of cooperation, responsibility, leadership, and empathy, which are in line with the educational goal of forming individuals who are fully grounded in the values of Pancasila. The teacher says:

"Karena membantu mengembangkan tidak hanya kemampuan akademik tetapi juga karakter dan soft skill. Siswa belajar kerja sama, tanggung jawab, kepemimpinan, dan empati. Hal ini sejalan dengan visi pendidikan untuk

⁴⁸ Interviewee with an English teacher of MAN Palopo Rahmawati, S.Pd., 3 June 2025.

⁴⁹ Interviewee with an English teacher of MAN Palopo Rusni, S.Pd., 3 June 2025.

menghasilkan individu yang berwawasan luas yang hidup dengan nilai-nilai Pancasila."⁵⁰

"Because it helps to develop not only academic abilities but also character and soft skills. Students learn cooperation, responsibility, leadership, and empathy. This is in line with the vision of education to produce insightful individuals who live by the values of Pancasila."

This indicates that the integration of the Pancasila Student Profile into English learning has been implemented.

e. Continuous Reflection and Evaluation

Research findings suggest that teachers have begun to use portfolio and project assessments, in addition to written exams. However, there are still teachers who feel holistic assessments are more time-consuming than traditional tests. Independent curriculum theory asserts that assessment should assess the process and development, not just the end result. Discussion of these findings indicates a shift towards a more comprehensive, but its consistency still depends on the readiness and understanding of teachers regarding formative and summative assessment.

In addition to involving students, teachers also evaluate their own teaching practices by paying attention to student responses and learning outcomes. He then defines the effectiveness of the strategies used as well as liaising with colleagues to get input. The teacher completes:

*"Saya mengamati respon dan hasil siswa, lalu saya bertanya pada diri sendiri apa yang berhasil dan apa yang tidak. Saya juga berdiskusi dengan sesama guru untuk bertukar umpan balik. Ini membantu saya menyesuaikan strategi pengajaran saya."*⁵¹

⁵⁰ Interviewe with an English teacher of MAN Palopo Rusni,S.Pd. , 3 June 2025.

⁵¹ Interviewe with an English teacher of MAN Palopo Rahmawati,S.Pd. , 3 June 2025.

"I observe students' responses and results, then I ask myself what works and what doesn't. I also discuss with fellow teachers to exchange feedback. This helped me adjust my teaching strategy."

Teachers teach important reflection and evaluation lessons because it educates students to take responsibility for their own learning process. Reflection helps students become aware of needs and weaknesses, so they can find ways to improve. The teacher says:

*"Karena itu membantu mereka menjadi lebih bertanggung jawab atas pembelajaran mereka sendiri. Refleksi melatih mereka untuk mengenali kekuatan dan kelemahan mereka, sehingga mereka dapat menemukan cara untuk berkembang."*⁵²

"Because it helps them become more responsible for their own learning. Reflection trains them to recognize their strengths and weaknesses, so they can find ways to improve."

Furthermore, teachers believe that reflection can increase students' motivation because they can understand their own development, even in small learning. Evaluation is also carried out feedback that aims to let students know the next step. The teacher explained:

"Ketika siswa merenung, mereka dapat melihat seberapa jauh mereka telah melangkah. Bahkan kemajuan kecil pun memotivasi mereka untuk terus maju. Evaluasi juga memberi mereka umpan balik yang membangun, sehingga mereka tahu apa yang harus dilakukan selanjutnya daripada merasa terjebak."

"When students reflect, they can see how far they have come. Even small advances motivate them to keep going. Evaluations also give them constructive feedback, so they know what to do next rather than feeling trapped."

⁵² Interviewe with an English teacher of MAN Palopo Rusni,S.Pd. , 3 June 2025.

Students are also encouraged to conduct self-evaluation, which helps them become more aware of their progress and weaknesses, ultimately strengthening their learning motivation.

2. The Impact of the Merdeka Belajar on Students' Motivation

Interviews with students revealed that their motivation to learn English could be categorized into two main types: intrinsic motivation and extrinsic motivation.

Tabel 4.2 Interview Results Table: Students' Motivation in Learning English (Merdeka Curriculum Context)

Student	Form of Motivation	Reason for Being Motivated	Actions When Motivated
1	<i>"Saya lebih semangat kalau bisa memilih materi bahasa Inggris yang sesuai minat saya, misalnya percakapan sehari-hari."</i> <i>"I feel more motivated when I can choose English materials based on my interests, such as daily conversations."</i>	<i>"Karena di Kurikulum Merdeka saya boleh pilih fokus belajar speaking, jadi lebih percaya diri."</i> <i>"Because in the Merdeka Curriculum I can focus on speaking, which makes me more confident."</i>	<i>"Kalau semangat, saya sering latihan speaking di rumah dan menulis kosakata baru."</i> <i>"When motivated, I usually practice speaking at home and write down new vocabulary."</i>
2	<i>"Motivasi saya campuran, ingin dapat nilai bagus dan juga supaya bisa percaya diri saat presentasi."</i>	<i>"Bahasa Inggris sering dipakai untuk presentasi proyek di kelas, jadi saya harus menguasainya."</i>	<i>"Kalau semangat, saya belajar lewat video di YouTube dan berlatih mengucapkan kalimat."</i>

	<i>“My motivation is mixed: I want to get good grades and also feel confident during presentations.”</i>	<i>“English is often used in project presentations, so I need to master it.”</i>	<i>“When motivated, I learn through YouTube videos and practice speaking sentences.”</i>
3	<i>“Saya belajar bahasa Inggris karena cita-cita saya ingin kuliah di luar negeri.”</i> <i>“I study English because my dream is to continue my studies abroad.”</i>	<i>“Di Kurikulum Merdeka banyak tugas yang bisa disesuaikan dengan tujuan saya, jadi terasa lebih relevan.”</i> <i>“In the Merdeka Curriculum, many assignments can be adjusted to my goals, so they feel more relevant.”</i>	<i>“Kalau semangat, saya rajin menghafal kosakata baru dan mendengarkan podcast bahasa Inggris.”</i> <i>“When motivated, I memorize new vocabulary and listen to English podcasts.”</i>
4	<i>“Saya lebih semangat belajar karena dorongan dari orang tua.”</i> <i>“I feel more motivated because of encouragement from my parents.”</i>	<i>“Orang tua saya senang karena Kurikulum Merdeka memberi lebih banyak kesempatan praktik bahasa Inggris.”</i> <i>“My parents are happy since the Merdeka Curriculum provides more opportunities to practice English.”</i>	<i>“Kalau termotivasi, saya kerjakan tugas tepat waktu dan minta koreksi guru kalau salah.”</i> <i>“When motivated, I finish my assignments on time and ask the teacher for corrections.”</i>
5	<i>“Saya senang belajar kalau bisa diskusi</i>	<i>“Karena Kurikulum Merdeka sering</i>	<i>“Kalau semangat, saya aktif bicara</i>

	<i>bahasa Inggris dengan teman-teman.”</i> <i>“I enjoy learning when I can discuss in English with my friends.”</i>	<i>memberi tugas diskusi kelompok, jadi saya cepat paham grammar.”</i> <i>“Because the Merdeka Curriculum often gives group discussion tasks, I can understand grammar faster.”</i>	<i>pakai bahasa Inggris saat kerja kelompok.”</i> <i>“When motivated, I actively speak English during group work.”</i>
6	<i>“Saya suka bahasa Inggris karena berhubungan dengan hobi saya di teknologi dan game.”</i> <i>“I like English because it connects with my hobbies in technology and gaming.”</i>	<i>“Banyak proyek di Kurikulum Merdeka yang bisa saya pilih sesuai minat, termasuk teknologi.”</i> <i>“In the Merdeka Curriculum, I can choose projects related to my interests, including technology.”</i>	<i>“Kalau semangat, saya sering ubah setting HP ke bahasa Inggris dan belajar istilah-istilah baru.”</i> <i>“When motivated, I often change my phone settings into English and learn new terms.”</i>
7	<i>“Saya lebih semangat kalau guru memuji hasil kerja saya dalam bahasa Inggris.”</i> <i>“I feel more motivated when the teacher praises my English work.”</i>	<i>“Guru memberi umpan balik langsung sesuai dengan tugas Kurikulum Merdeka, itu bikin saya makin semangat.”</i> <i>“The teacher gives direct feedback through Merdeka</i>	<i>“Kalau semangat, saya kerjakan latihan grammar lebih cepat dan hati-hati.”</i> <i>“When motivated, I complete grammar exercises faster and more carefully.”</i>

		<i>Curriculum tasks, which makes me more enthusiastic."</i>	
8	<i>"Saya suka kalau belajar bahasa Inggris lewat proyek atau praktik, bukan hanya teori."</i> <i>"I like learning English through projects or practice, not only theory."</i>	<i>"Karena di Kurikulum Merdeka ada proyek role play dan drama, itu bikin belajar lebih seru."</i> <i>"Because in the Merdeka Curriculum there are role play and drama projects, which make learning more fun."</i>	<i>"Kalau semangat, saya ikut role play atau drama bahasa Inggris di kelas."</i> <i>"When motivated, I participate in role play or English drama in class."</i>
9	<i>"Saya termotivasi karena ingin berprestasi sekaligus memang senang belajar bahasa."</i> <i>"I'm motivated because I want achievements and also because I genuinely enjoy learning languages."</i>	<i>"Penilaian portofolio di Kurikulum Merdeka bikin saya bisa catat target kosakata mingguan."</i> <i>"The portfolio assessment in the Merdeka Curriculum helps me record my weekly vocabulary targets."</i>	<i>"Kalau semangat, saya buat target hafal 10 kosakata baru setiap minggu."</i> <i>"When motivated, I set a goal to memorize 10 new words every week."</i>
10	<i>"Saya jadi semangat setelah berhasil menjawab soal bahasa Inggris dengan benar."</i>	<i>"Karena penilaian di Kurikulum Merdeka lebih fleksibel, saya tidak takut salah."</i> <i>"Because the Merdeka Curriculum</i>	<i>"Kalau semangat, saya berani coba berbicara langsung ke guru dalam bahasa Inggris."</i>

	<i>“I feel motivated after successfully answering English questions correctly.”</i>	<i>gives more flexible assessments, I am not afraid of making mistakes.”</i>	<i>“When motivated, I try to speak directly to the teacher in English.”</i>
--	---	--	---

Tabel 4.2 Students’ Intrinsic and Extrinsic Motivation in Learning English through Merdeka Belajar

Student	Form of Student Motivation	Reason for Being Motivated	Actions When Motivated
1	Intrinsic motivation (enjoys independent study)	<i>Merdeka Belajar</i> allows freedom to choose English topics of interest	Reads English stories and writes short summaries
2	Intrinsic & extrinsic motivation	Wants good grades and feels challenged by English projects	Makes a study schedule and actively asks questions to the teacher in English
3	Intrinsic motivation	Feels English is relevant to future goal (becoming a doctor abroad)	Watches medical-related English videos and takes notes
4	Extrinsic motivation	Support and encouragement from parents to master English	More disciplined in completing English assignments on time
5	Intrinsic motivation	Feels happy when discussing in English with peers	Actively participates in English study groups
6	Intrinsic motivation	Learning English aligns with interest in technology and gaming	Creates small English-based projects, e.g.,

			coding tutorials or game mods
7	Extrinsic motivation	Receives appreciation from teacher for English performance	Strives to complete English tasks quickly and neatly
8	Intrinsic motivation	Finds project-based English learning (role play, drama) more exciting	Joins additional English-related activities and performances
9	Intrinsic & extrinsic motivation	Aims for academic achievement and also enjoys learning English	Sets weekly vocabulary and grammar learning targets
10	Intrinsic motivation	Feels more confident after succeeding in English assignments or speaking	Dares to try new English challenges without fear of mistakes

The interview results show that the implementation of the Merdeka Curriculum has a significant influence on students' motivation in learning English. Most students expressed that they feel more intrinsically motivated because they are given the freedom to choose materials or learning methods that match their personal interests. For example, some students who enjoy speaking prefer to focus on speaking skills, while others who are interested in technology select projects related to their hobbies. This flexibility offered by the Merdeka Curriculum allows students to engage more personally in the learning process and strengthens their motivation.

In terms of reasons for motivation, several key patterns emerged. First, future goals, such as aspirations to study or work abroad, were mentioned as the main

drivers by some students. Second, the real-life context of learning in the Merdeka Curriculum—such as project-based presentations, role plays, and drama activities—was seen as more enjoyable and relevant compared to traditional approaches. Third, external support from parents and teachers, especially through appreciation, feedback, and flexible portfolio assessments, further encouraged students. In other words, the Merdeka Curriculum successfully combines intrinsic and extrinsic factors in fostering students' enthusiasm for learning English.

With regard to actions when motivated, students tended to engage in a variety of productive activities both inside and outside the classroom. Some preferred independent learning, such as memorizing vocabulary, setting weekly learning targets, listening to podcasts, or changing their phone settings to English. Others enjoyed collaborative activities, including group discussions, project presentations, and role plays in class. Interestingly, many students noted that they were more willing to try speaking directly in English—even when making mistakes—because the flexible assessment system in the Merdeka Curriculum made them feel less pressured compared to previous approaches.

In conclusion, the findings indicate that the Merdeka Curriculum contributes significantly to increasing students' motivation to learn English. The freedom to choose materials, project-based learning approaches, and more humane and flexible assessment systems make students feel more engaged, confident, and aware of the relevance of English to their future needs. This reinforces the understanding that learning motivation is shaped not only by internal factors but also by the curriculum

design, which provides students with space to grow according to their interests and potential.

B. Discussions

1. The implementation of the Merdeka Belajar Principles at MAN Palopo

The findings of this study reveal that the implementation of the five principles of the Merdeka Belajar Curriculum at MAN Palopo has significant implications for student motivation in learning English. Each principle flexibility, student-centered learning, project-based learning, strengthening the Pancasila Student Profile, and continuous reflection and evaluation was found to positively influence both intrinsic and extrinsic motivation of students.

1. Flexibility in Learning

The data shows that teachers are given greater autonomy to design learning materials that are relevant to students' interests, while students feel more engaged when they can choose topics aligned with their preferences. This finding is consistent with Deci & Ryan's Self-Determination Theory, which emphasizes autonomy as a core factor of intrinsic motivation.⁵³ Previous research by Rahman⁵⁴ also found that curriculum flexibility enhances students' willingness to participate actively because they feel more ownership of their learning process.

The implementation of learning flexibility allows teachers to adapt teaching methods to students' real-life contexts. This practice aligns with the principle of differentiated instruction, which emphasizes tailoring learning to students' needs,

⁵³ Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*.

⁵⁴ Rahman, A. (2022). *Flexibility in Curriculum Design and Its Impact on Student Motivation*.

interests, and potentials. Teachers at MAN Palopo design modules based on Learning Outcomes (CP) and then contextualize them for daily life relevance.

Interviews show that by offering multiple assignment options, students can express their abilities in ways that best suit them—whether through speaking, writing, or using technology. This finding is consistent with multiple intelligences theory, which highlights that each learner possesses unique strengths that should be facilitated. However, flexibility also presents practical challenges. Teachers must manage classrooms where students are engaged in different tasks simultaneously. Teachers cope by preparing rubrics, setting deadlines, and actively monitoring groups or individuals. This requires creativity, strong pedagogical skills, and classroom management. Hence, while flexibility enhances relevance and motivation, it also increases teachers' workload, particularly for those accustomed to rigid instructional patterns.

2. Student-centered Learning

Teachers act more as facilitators, and students are encouraged to be active participants through discussions and presentations. This aligns with constructivist theory⁵⁵, which stresses that learning occurs more effectively when students construct knowledge through interaction and collaboration. A study by Utami supports this, noting that student-centered learning strategies significantly improve engagement and motivation in language classes.⁵⁶ The adoption of student-centered learning at MAN Palopo is consistent with constructivist pedagogy, where learners

⁵⁵ Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*.

⁵⁶ Utami, D. (2021). *The Effect of Student-centered Learning on Student Motivation in EFL Classrooms*.

actively construct knowledge. Teachers act as facilitators who pose guiding questions, while students engage in exploration, discussion, and independent research.

Activities such as group discussions, problem-solving, presentations, and project work allow students to become active and responsible participants. Students reported feeling more valued and motivated, as they were given opportunities to make choices and express themselves. This supports the concept of student agency, where active participation fosters ownership of learning.

3. Project-based Learning

Involving students in projects such as drama performances or educational posters was shown to improve creativity, teamwork, and real-life language application. Project-based learning not only builds academic skills but also enhances problem-solving and collaboration. Similar findings were reported by Nurhayati, who observed that students engaged in project-based English learning demonstrated higher motivation and self-confidence.⁵⁷

The application of PBL at MAN Palopo provides meaningful learning experiences as students not only acquire knowledge but also apply it in real-life projects. Teachers guide students through planning, execution, and presentation stages, reflecting the framework of 21st-century skills, which emphasize collaboration, communication, creativity, and critical thinking. Students reported higher motivation because the projects connected directly to their daily lives. For

⁵⁷ Nurhayati, S. (2020). Project-based Learning in English Education: Enhancing Motivation and Confidence.

example, in environmental-themed projects, they planted trees or managed waste, linking classroom theories with real-world applications. This reflects the principles of experiential learning.

The strength of PBL lies in fostering intrinsic motivation and pride in student work. However, challenges include careful planning, time management, and consistent evaluation. Without these, students may focus more on the product than on the learning process.

4. Strengthening the Pancasila Student Profile

The integration of Pancasila values into English learning activities, such as collaboration and tolerance, reflects the holistic nature of the Merdeka Belajar Curriculum. The effective education should integrate cognitive, affective, and behavioral dimensions of learning. Research by Pratama confirms that embedding character values within classroom practices enhances both moral development and academic motivation.⁵⁸

The strengthening of the Pancasila Student Profile is a distinctive aspect of the Independent Curriculum, focusing on character development rooted in Pancasila values. At MAN Palopo, P5 is integrated into thematic projects such as environmental care, cultural appreciation, entrepreneurship, and social service. These activities cultivate soft skills such as leadership, empathy, responsibility, and cooperation. Teachers serve as facilitators and mentors rather than step-by-step instructors, encouraging independence, initiative, and creativity. Thus, P5

⁵⁸ Pratama, R. (2021). Embedding Character Education in Indonesian Schools: A Case Study.

strengthens not only academic competence but also moral character, preparing students as citizens who live by Pancasila values.

5. Continuous Reflection and Evaluation

Reflection and evaluation practices indicate a shift from traditional assessments (based on written exams) toward authentic assessments such as portfolios, projects, and process-based evaluations. Students are encouraged to self-reflect, which increases metacognitive awareness, enabling them to recognize strengths and weaknesses and take responsibility for improvement.

The practice of conducting reflections at the end of lessons allows students to express their challenges and achievements, making them feel heard and supported. Reflection is an essential stage of learning that deepens understanding and improves future performance. Consistent with this, Sari reported that reflection activities in language learning increased students' metacognitive awareness and motivation to improve.⁵⁹

Teachers also reflect on their teaching by analyzing student responses, monitoring outcomes, and discussing practices with colleagues, creating a professional learning community. This strengthens instructional quality and teacher professionalism. Nevertheless, teachers acknowledge that holistic assessment requires more time and effort than traditional tests. Inconsistencies in formative and summative assessment practices show the need for greater assessment literacy to ensure evaluation captures both processes and outcomes.

⁵⁹ Sari, M. (2022). Reflection in Language Learning and Its Influence on Metacognitive Awareness.

When analyzed collectively, the five principles work in an interconnected manner. Flexibility allows teachers to adapt materials, which then supports a student-centered approach; project-based learning provides authentic contexts; character values embedded in the curriculum shape positive attitudes; and reflection ensures that the process remains adaptive and responsive. This interconnection reflects that language learning success is influenced not only by individual motivation but also by contextual and cultural factors. Furthermore, these findings indicate that the Merdeka Belajar Curriculum not only facilitates language acquisition but also builds 21st-century skills such as collaboration, creativity, and critical thinking.

Compared to earlier studies that focused primarily on either curriculum design or motivation, this research provides a more integrated perspective. While Rahman emphasized curriculum flexibility⁶⁰ and Utami highlighted student-centered learning⁶¹, the present study shows how all five principles simultaneously shape student motivation. This indicates that Merdeka Belajar should not be viewed as isolated strategies but as a holistic system that supports both academic and character development.

2. The Impact of the Merdeka Belajar on Students' Motivation

The findings on the impact of the Merdeka Curriculum on students' motivation to learn English highlight how both intrinsic and extrinsic motivational

⁶⁰ Rahman, A. (2022). Flexibility in Curriculum Design and Its Impact on Student Motivation.

⁶¹ Utami, D. (2021). The Effect of Student-centered Learning on Student Motivation in EFL Classrooms.

factors interact in shaping learners' engagement. Through interviews, students revealed that the curriculum design, particularly its emphasis on flexibility, contextualization, and supportive assessments, plays a central role in fostering their enthusiasm.

a. Intrinsic Motivation

One of the strongest outcomes from the interviews is the growth of intrinsic motivation, where students learn English because they find it meaningful, enjoyable, or connected to their personal goals. Several key themes emerge:

1. Personal Interests and Hobbies

Students reported being more motivated when they could connect English learning with their hobbies or everyday interests. For instance, some chose to focus on speaking skills for daily conversations, while others linked English to technology and gaming by switching device settings or learning related terms. This reflects the principle of autonomy in Self-Determination Theory, which argues that when learners are given choice and personal relevance, intrinsic drive increases.

2. Future Aspirations

Students with long-term goals, such as pursuing higher education abroad, felt that English learning in the Merdeka Curriculum was more relevant since assignments could be tailored to these ambitions. This aligns with theories of goal-setting and motivation, which emphasize that when learners see a connection between present learning and future aspirations, they are more likely to persist and invest effort.

3. Enjoyment in Learning Activities

The preference for role play, drama, and group discussions shows that students derive enjoyment from interactive and experiential learning. This is consistent with Experiential Learning Theory, which suggests that learning by doing fosters deeper motivation and retention.

Merdeka Curriculum cultivates intrinsic motivation by making English learning more autonomous, relevant, and enjoyable, thus encouraging students to practice outside the classroom, set personal learning targets, and explore English in their daily lives.

b. Extrinsic Motivation

In addition to intrinsic factors, the findings also reveal strong elements of extrinsic motivation, where external rewards, encouragement, or recognition influence students' drive to learn. Several patterns can be noted:

1. Parental Encouragement

Some students reported being motivated because their parents valued the opportunities for English practice provided in the Merdeka Curriculum. This reflects the role of family as a motivational factor, where parental expectations and support act as external drivers for student persistence.

2. Teacher Feedback and Praise

Praise and corrective feedback from teachers emerged as a powerful motivator. Students expressed feeling more confident and enthusiastic when teachers acknowledged their progress. According to behaviorist perspectives on learning, reinforcement strengthens desired behaviors and enhances motivation.

3. Achievement and Assessment

Some students were motivated by achieving good grades, successfully completing tasks, or receiving flexible portfolio assessments. The Merdeka Curriculum's emphasis on formative assessment reduces fear of failure and encourages risk-taking in speaking and writing. This helps lower language anxiety, which has long been recognized as a barrier to effective second language learning.

4. Peer Interaction and Collaboration

Extrinsic motivation was also evident in students' enjoyment of group discussions and collaborative projects. Here, the motivation is partly social: learning becomes more meaningful when students can exchange ideas, practice together, and receive validation from peers. This resonates with the sociocultural theory of learning, which emphasizes the role of social interaction in motivation and development.

Thus, extrinsic motivation in the Merdeka Curriculum is not based on rigid external pressures but rather on positive reinforcement, supportive relationships, and flexible evaluations, which create a safe and encouraging learning environment.

Overall, the findings indicate that the Merdeka Curriculum successfully integrates both intrinsic and extrinsic motivators in a complementary way. By granting autonomy and aligning tasks with students' interests, it strengthens intrinsic motivation. At the same time, through praise, parental encouragement, and flexible assessments, it sustains extrinsic motivation. This synergy enables students not only to stay engaged in class but also to extend their learning independently,

showing that curriculum design plays a crucial role in shaping learners' motivational dynamics.

Taken together, these findings demonstrate that the Merdeka Belajar Curriculum fosters an inclusive and motivating learning environment that promotes both academic and character development. The conceptual framework proposed in this study illustrates how the five principles of Merdeka Belajar enhance intrinsic and extrinsic motivation, which subsequently lead to improved engagement, stronger language skills, and character formation. These results not only reinforce earlier studies linking motivation and learning outcomes but also extend the discussion by showing how curriculum reform in the Indonesian context supports both skill development and holistic student growth.

The findings of this study indicate that the implementation of the Merdeka Belajar principles has a significant impact on students' motivation in learning English at MAN Palopo. The flexibility of the curriculum, its emphasis on student-centered learning, project-based activities, character development through the Pancasila Student Profile, and continuous reflection collectively contribute to enhancing both intrinsic and extrinsic motivation

First, the results demonstrate that students experienced higher levels of intrinsic motivation when given opportunities to make choices in their learning. Allowing students to select topics and engage in meaningful tasks provided them with a sense of autonomy, which is consistent with Self-Determination Theory

proposed by Deci and Ryan.⁶² According to this theory, autonomy is one of the three psychological needs (autonomy, competence, and relatedness) that foster intrinsic motivation. This was reflected in students' reports of increased enjoyment and personal satisfaction in English learning under the Merdeka Belajar framework.

Second, the findings highlight that extrinsic motivation was also positively influenced by the curriculum. Students expressed that the relevance of learning English to their future careers and real-life applications encouraged them to participate more actively. This aligns with Gardner's socio-educational model, which distinguishes between instrumental motivation (learning for practical benefits such as career advancement) and integrative motivation (learning for cultural understanding and communication). The implementation of Merdeka Belajar supports both dimensions by connecting classroom learning with broader societal and professional contexts.

Third, the role of student-centered learning was found to be crucial in promoting engagement. Teachers shifted from being the sole providers of knowledge to facilitators who encouraged collaboration, discussions, and peer learning. This finding is consistent which emphasizes that social interaction is fundamental in the construction of knowledge. When students were actively engaged in discussions or projects, their motivation to learn English increased as they felt more involved in the learning process.

⁶² Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Springer.

Fourth, project-based learning was identified as a powerful driver of motivation. Students reported feeling more enthusiastic when involved in creative projects such as drama performances or poster campaigns. Project-based learning increases student motivation by providing authentic, meaningful tasks. Projects also allowed students to see tangible outcomes of their learning, thereby reinforcing both their confidence and persistence in studying English.

Fifth, the integration of Pancasila values into learning activities contributed to what can be described as “motivational synergy.” Values such as collaboration, tolerance, and responsibility not only shaped students’ character but also created a supportive classroom climate that motivated them to participate. This is in line with Lickona’s theory of character education, which posits that the combination of moral knowledge, moral feeling, and moral action strengthens students’ overall learning experience.

Finally, continuous reflection and evaluation gave students the opportunity to identify their strengths and weaknesses, making them more self-aware and motivated to improve. Reflection is a crucial stage in transforming experience into learning. The study confirmed that structured reflection sessions encouraged students to take responsibility for their learning progress, thus enhancing self-regulation and long-term motivation.

Overall, these findings suggest that Merdeka Belajar has both a direct and indirect impact on student motivation. Directly, it provides autonomy, authentic learning experiences, and supportive classroom interactions. Indirectly, it cultivates values and reflective practices that sustain motivation over time. This confirms

earlier research by Utami, who found that student-centered approaches significantly improved engagement, and Rahman, who emphasized that flexibility in curricula promoted student ownership of learning. However, the present study expands the discussion by showing how the integration of character education and reflection further enhances the motivational outcomes of the Merdeka Belajar Curriculum.

The impact of Merdeka Belajar on student motivation is multifaceted: it strengthens intrinsic motivation through autonomy and engagement, supports extrinsic motivation by connecting learning with real-life goals, and sustains long-term motivation through reflection and character building. These findings reaffirm the notion that curriculum design, teaching practices, and classroom culture are interdependent factors that shape students' willingness and enthusiasm to learn.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides conclusions and suggestions based on finding and discussion. The researcher describes numerous conclusions based on the finding of the research. Then, provide some suggestions that might be useful for the teachers, for the students, and for other researchers.

A. Conclusions

1. The findings of this study demonstrate that the implementation of the Merdeka Belajar Curriculum at MAN Palopo significantly enhances students' motivation in learning English by integrating both academic and character development. The five core principles—flexibility, student-centered learning, project-based learning, strengthening the Pancasila Student Profile, and continuous reflection—collectively create a learning environment that fosters both intrinsic and extrinsic motivation. Students benefit from autonomy in choosing topics, opportunities for collaboration and creative expression, and authentic learning experiences that connect classroom knowledge with real-life applications. These practices align with key motivational and learning theories such as Self-Determination Theory, Constructivism, Experiential Learning, and Character Education, highlighting that curriculum design directly influences learner engagement, persistence, and satisfaction.

2. This study reveals that the Merdeka Belajar Curriculum not only supports short-term motivation but also nurtures sustainable learning habits by embedding reflection and value-based education into the process. Extrinsic motivation is

strengthened through supportive teacher feedback, parental encouragement, and flexible assessments, while intrinsic motivation grows as students experience autonomy, enjoyment, and relevance in their learning. By integrating cognitive, affective, and behavioral dimensions, the curriculum equips students with 21st-century skills and Pancasila-based character values. Thus, Merdeka Belajar can be seen as a holistic educational reform that bridges academic achievement and character formation, ensuring that students are not only competent in language learning but also prepared to become responsible, independent, and motivated lifelong learners.

B. Suggestions

Based on the explanation in the previous chapter, the researcher presented suggestions are:

1. For English Teacher

English teachers are encouraged to continue implementing contextual and student-centered learning approaches as promoted by the Merdeka Curriculum. Providing students with autonomy, meaningful tasks, and varied learning methods can further enhance their motivation and engagement. Teachers should also give more individualized support to students who may struggle with independent learning, ensuring that all learners benefit from this curriculum model.

2. For the Students

Students are encouraged to take full advantage of the learning freedom provided through the Merdeka Curriculum. They should actively explore topics that interest them, make use of various learning resources, and take responsibility for

their own learning progress. Developing self-discipline and maintaining curiosity will help them improve not only their English skills but also their overall learning experience.

3. For other researchers

Future researchers are advised to explore the implementation of the Merdeka Curriculum in different educational levels to gain a broader understanding of its impact. It is also recommended to conduct further studies that involve a larger number of participants or use mixed methods to provide deeper insights into student motivation and learning outcomes under this curriculum.

BIBLIOGRAPHY

- Aditya, R. (2023). *Fostering Creativity and Innovation Through the Kurikulum Merdeka Belajar*. Jakarta: Educational Innovations Journal, 15(2), 75–89.
- Alfaruki, M. A. (2022). *The Role of Kurikulum Merdeka in Building Student Character and Skills*. Bandung: Educational Perspectives Publishing.
- Arifin, Z. (2023). *Vocational Students' Motivation and Self-Regulation in English Learning: Analyzing the Merdeka Belajar Approach*. Bandung: International Journal of Educational Research, 14(3), 78–92.
- Azmi, F. (2021). *Empowering Students and Teachers Through Merdeka Belajar*. Yogyakarta: Gadjah Mada University Press.
- Azzat, M. (2020). *Humanistic Education and the Values of Liberation*. Jakarta: Gramedia Pustaka Utama.
- Baharudin, B. (2007). *Education for Liberation: Principles and Practices for Humanistic Learning*. Yogyakarta: Pustaka Pelajar.
- Dewey, John. *Democracy and Education*. New York: Macmillan, 1916.
- Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268.
- Fabela, P., Zasrianita, F., & Febriani, H. (2024). *An Analysis of The Implementation of Merdeka Curriculum in English Teaching Learning SMPN 14 Bengkulu. Jurnal Kajian Ilmu Pendidikan (JKIP)*, 5(2), 180–188. <https://doi.org/10.55583/jkip.v5i2.982>
- Furwana, D., Wisran, W., Husnaini, H., & Asrifan, A. (2025). Game-Based Learning in the AI Era: Designing Curricula for Society 5.0. In *Advancing Society 5.0 Through AI-Driven Curriculum Innovation* (pp. 259-294). IGI Global Scientific Publishing.
- Jean Piaget. *The Psychology of Intelligence*. London: Routledge, 1950.
- Johnstone, Richard. (Ed). (2010). *Learning through English: Policies, Challenges, and Prospects*. Malaysia: British Council.
- Kemendikbud. (2021). *Kurikulum Merdeka Belajar: Guidelines for Implementation*. Jakarta: Kemendikbud Press.
- Kemendikbud. (2022). *Panduan Implementasi Kurikulum Merdeka*. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Kemendikbud RI. (2022). *Kurikulum Merdeka: Pedoman Implementasi*.

- Kusuma, Anita P. and Ririn Pusparini. (2021). *Vocational High School English Teachers' Perspectives On "Merdeka Belajar" Curriculum*. *Jurnal Ilmu Pendidikan*, 3(5).
- Kusumawati, F. H. (2021). *Students' Motivation in Learning English*. Tulungagung: State Islamic Institute (IAIN) Tulungagung.
- Makarim, N. A. (2022). *Kurikulum Merdeka: A New Approach to Education Reform in Indonesia*. Jakarta: Ministry of Education and Culture.
- Ministry of Education and Culture (Kemendikbud). (2021). *Kurikulum Merdeka Belajar: Guidelines for Implementation*. Jakarta: Kemendikbud Press.
- Piaget, J. (1952). *The Origins of Intelligence in Children* (M. Cook, Trans.). International Universities Press.
- Rahayu, S. (2022). *The Impact of Merdeka Belajar Curriculum on Students' Motivation in Learning English: A Case Study in Junior High Schools*. *Surabaya: Language Education Journal*, 10(1), 23–37.
- Richard, Johnstone. (Ed). (2010). *Learning through English: Policies, Challenges, and Prospects*. Malaysia: British Council.
- Rogers, C. R. (1969). *Freedom to Learn: A View of What Education Might Become*. Charles E. Merrill Publishing Company.
- Russel, S, Rosen. (2015). *Learning American Sign Language in High School: Motivation, Strategies, and Achievement*. Washington: Gallaudet University Press, p. 30–31.
- Rusdiansyah, Rusdiansyah. "Note-Taking as a Technique in Teaching Reading Comprehension." *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 7.2 (2019).
- Rustan S., Jufriadi, J., Risman, R., & Junaid, R. (2016). Penerapan Model Pembelajaran Kooperatif Teknik Tudassipulung. *Prosiding*, 2(1).
- R. dan T. Menteri Pendidikan, Kebudayaan. (2022). *Salinan Keputusan Menteri Pendidikan, Kebudayaan, Riset dan Teknologi Republik Indonesia Nomor 56/M/2022 Tentang Pedoman Penerapan Kurikulum Dalam Rangka Pemulihan Pembelajaran*.
- Sahraini, S. Microteaching Untuk Pendidikan Bahasa Inggris. *Penerbit Ladang Kata*.
- Sari, M., & Masruddin, M. (2025). Teacher strategies in navigating curriculum transition: From k13 to the merdeka curriculum in primary schools. *International Journal of Asian Education*, 6(1), 151-163.

Safitri, A. (2022). *Enhancing Student Productivity Through Merdeka Belajar Curriculum*. Jakarta: *Educational Reform Journal*, 14(3), 45–58.

Skinner, B. F. (1953). *Science and Human Behavior*. Macmillan.

Susanti, T. (2023). *Inquiry-Based Learning in Merdeka Belajar Curriculum: Enhancing English Motivation in Jakarta High Schools*. Jakarta: *Journal of Curriculum Innovation*, 12(2), 45–58.

APPENDIX 1

Obsevation Checklist and Teachers Interview

Pertanyaan untuk Guru:

1. Bagaimana Anda menerapkan Kurikulum Merdeka Belajar dalam pembelajaran Bahasa Inggris di MAN Palopo?
2. Kegiatan belajar seperti apa yang biasanya Anda gunakan untuk mendukung kemandirian siswa dalam belajar Bahasa Inggris?
3. Apakah siswa memiliki kebebasan untuk memilih topik atau metode belajar yang sesuai dengan minat dan kebutuhan mereka?
4. Bagaimana pengaruh penerapan Kurikulum Merdeka terhadap motivasi siswa dalam belajar Bahasa Inggris?
5. Apakah Anda melihat adanya perubahan dalam keterlibatan atau partisipasi siswa dalam pelajaran Bahasa Inggris sejak kurikulum ini diterapkan?
6. Apa saja tantangan yang Anda hadapi dalam menerapkan Kurikulum Merdeka dalam pembelajaran Bahasa Inggris?
7. Bagaimana cara Anda menilai pembelajaran dan motivasi siswa di bawah kurikulum ini?
8. Menurut Anda, aspek apa dari Kurikulum Merdeka yang paling efektif dalam meningkatkan motivasi belajar siswa?
9. Apakah siswa terlihat lebih percaya diri atau lebih bertanggung jawab terhadap proses belajar Bahasa Inggris mereka dibandingkan sebelumnya?
10. Apa saran atau perbaikan yang ingin Anda usulkan agar penerapan kurikulum ini dalam pembelajaran Bahasa Inggris menjadi lebih baik?

Interview with Teacher

Teacher : Rusni S,Pd.

Date/Time : June 3rd 2025

R : Bagaimana Anda menerapkan Kurikulum Merdeka Belajar dalam pembelajaran Bahasa Inggris di MAN Palopo?

T : Saya menerapkan Kurikulum Merdeka dengan mengacu pada capaian pembelajaran (CP), lalu saya menyusun modul ajar sendiri yang saya sesuaikan dengan konteks kehidupan sehari-hari siswa. Dengan begitu, materi menjadi lebih relevan bagi mereka.

R : Kegiatan belajar seperti apa yang biasanya Anda gunakan untuk mendukung kemandirian siswa dalam belajar Bahasa Inggris?

T : Saya sering memberikan proyek sederhana kepada siswa, seperti membuat dialog, menulis laporan singkat dalam Bahasa Inggris, dan mengerjakan tugas rumah yang mendorong mereka untuk mencari sumber belajar secara mandiri.

R : Apakah siswa memiliki kebebasan untuk memilih topik atau metode belajar yang sesuai dengan minat dan kebutuhan mereka?

T : Ya, saya memberikan kesempatan kepada siswa untuk memilih topik dalam batasan tertentu. Misalnya, mereka bisa memilih tema percakapan seperti wisata, makanan, atau keluarga, namun tetap dalam format tugas yang saya arahkan.

R : Bagaimana pengaruh penerapan Kurikulum Merdeka terhadap motivasi siswa dalam belajar Bahasa Inggris?

T : Saya melihat siswa menjadi lebih antusias saat mereka merasa terlibat dalam proses pembelajaran. Namun, saya tetap harus memberikan bimbingan agar motivasi mereka tetap terjaga dan tidak menurun.

R : Apakah Anda melihat adanya perubahan dalam keterlibatan atau partisipasi siswa dalam pelajaran Bahasa Inggris sejak kurikulum ini diterapkan?

- T : Saya memperhatikan adanya peningkatan dalam diskusi kelas dan presentasi siswa. Walaupun begitu, saya masih menemui beberapa siswa yang belum aktif dan membutuhkan pendekatan yang lebih personal.
- R : Apa saja tantangan yang Anda hadapi dalam menerapkan Kurikulum Merdeka dalam pembelajaran Bahasa Inggris?
- T : Saya menghadapi tantangan ketika sebagian siswa belum terbiasa belajar mandiri, jadi saat melihat siswa yang belum terbiasa belajar mandiri saya melakukan pendekatan dan mengarahkannya untuk melakukan pembelajaran mandiri.
- R : Bagaimana cara Anda menilai pembelajaran dan motivasi siswa di bawah kurikulum ini?
- T : Untuk penilaian saya menggunakan rubrik penilaian untuk menilai proyek, tugas harian, serta observasi sikap. Selain itu, saya menilai motivasi siswa dari keaktifan mereka di kelas dan semangat mereka dalam mengikuti kegiatan pembelajaran.
- R : Menurut Anda, aspek apa dari Kurikulum Merdeka yang paling efektif dalam meningkatkan motivasi belajar siswa?
- T : Proyek berbasis minat sangat efektif dalam meningkatkan fokus siswa. Mereka terlihat lebih serius dan bersemangat ketika mengerjakan topic yang sesuai dengan minat mereka.
- R : Apakah siswa terlihat lebih percaya diri atau lebih bertanggung jawab terhadap proses belajar Bahasa Inggris mereka dibandingkan sebelumnya?
- T : Saya melihat beberapa siswa mulai lebih percaya diri saat berbicara di depan kelas. Namun, saya masih perlu mendorong sebagian siswa lainnya agar bisa lebih bertanggung jawab terhadap proses belajar mereka sendiri.
- R : Apa saran atau perbaikan yang ingin Anda usulkan agar penerapan kurikulum ini dalam pembelajaran Bahasa Inggris menjadi lebih baik?

T : Saya menyarankan adanya pelatihan rutin untuk guru serta penyediaan sarana belajar yang lebih lengkap agar penerapan Kurikulum Merdeka dalam pembelajaran Bahasa Inggris bisa berjalan lebih optimal.

Interview with Teacher

Teacher : Rahmawati S,Pd.

Date/Time : June 3rd 2025

- R : Bagaimana Anda menerapkan Kurikulum Merdeka Belajar dalam pembelajaran Bahasa Inggris di MAN Palopo?
- T : Mengacu pada Pencapaian Belajar (CP) kemudian saya mengaitkan pelajaran Bahasa Inggris dengan nilai-nilai kehidupan seperti toleransi dan keberagaman. Saya menyisipkan cerita dan sesi refleksi agar siswa tidak hanya belajar bahasa, tetapi juga merenungkan nilai moral dan sosial yang terkandung di dalamnya.
- R : Kegiatan belajar seperti apa yang biasanya Anda gunakan untuk mendukung kemandirian siswa dalam belajar Bahasa Inggris?
- T : Saya menggunakan jurnal belajar, membaca cerita inspiratif berbahasa Inggris, dan sesi refleksi sebagai alat untuk membantu siswa memahami diri mereka sendiri. Kegiatan ini mendorong mereka berpikir kritis dan belajar secara mandiri.
- R : Apakah siswa memiliki kebebasan untuk memilih topik atau metode belajar yang sesuai dengan minat dan kebutuhan mereka?
- T : Saya memberi ruang diskusi di kelas, lalu membebaskan mereka memilih bacaan atau film berbahasa Inggris yang akan kami bahas bersama. Dengan cara ini, mereka lebih terlibat karena merasa pilihan mereka dihargai.
- R : Bagaimana pengaruh penerapan Kurikulum Merdeka terhadap motivasi siswa dalam belajar Bahasa Inggris?
- T : Saya melihat siswa mulai merasa bahwa pembelajaran Bahasa Inggris menjadi lebih bermakna. Mereka sadar bahwa belajar bahasa bukan hanya soal nilai, tetapi tentang memahami dunia dan diri mereka sendiri.
- R : Apakah Anda melihat adanya perubahan dalam keterlibatan atau partisipasi siswa dalam pelajaran Bahasa Inggris sejak kurikulum ini diterapkan?

- T : Saya melihat lebih banyak siswa berani berbagi pikiran dan cerita pribadi mereka dalam Bahasa Inggris. Mereka terlihat lebih nyaman mengekspresikan diri meskipun bahasanya belum sempurna.
- R : Apa saja tantangan yang Anda hadapi dalam menerapkan Kurikulum Merdeka dalam pembelajaran Bahasa Inggris?
- T : Saya menghadapi tantangan saat membimbing siswa yang terlalu terbiasa dengan sistem hafalan. Saya perlu menggunakan pendekatan hati ke hati untuk membantu mereka beradaptasi dengan metode belajar yang lebih reflektif dan mandiri.
- R : Bagaimana cara Anda menilai pembelajaran dan motivasi siswa di bawah kurikulum ini?
- T : Menggunakan rubrik penilaian Saya tidak hanya melihat hasil akhir, tetapi juga proses dan semangat mereka dalam belajar.
- R : Menurut Anda, aspek apa dari Kurikulum Merdeka yang paling efektif dalam meningkatkan motivasi belajar siswa?
- T : Menurut saya, pendekatan berbasis nilai dan empati sangat efektif. Ketika siswa merasa dihargai sebagai individu, mereka menjadi lebih termotivasi untuk belajar dengan kesadaran penuh.
- R : Apakah siswa terlihat lebih percaya diri atau lebih bertanggung jawab terhadap proses belajar Bahasa Inggris mereka dibandingkan sebelumnya?
- T : Ya, banyak siswa mulai berani mengungkapkan opini mereka dalam Bahasa Inggris, bahkan ketika mereka tahu bahasanya belum sempurna. Mereka juga terlihat lebih bertanggung jawab terhadap proses belajarnya.
- R : Apa saran atau perbaikan yang ingin Anda usulkan agar penerapan kurikulum ini dalam pembelajaran Bahasa Inggris menjadi lebih baik?
- T : Saya berharap Kurikulum Merdeka bisa lebih mendukung pendekatan holistik. Salah satunya dengan menyediakan pelatihan bagi guru

mengenai pedagogi humanis, agar pendekatan berbasis empati dan nilai benar-benar bisa diterapkan secara konsisten.

APPENDIX 2

Students Interview

INTERVIEW

Pertanyaan untuk Siswa:

1. Bagaimana pendapat Anda dalam belajar Bahasa Inggris?
2. Apakah Anda diberi kebebasan menentukan cara belajar yang sesuai dengan kebutuhan Anda?
3. Bagaimana cara Anda berkontribusi atau mengambil inisiatif dalam pembelajaran?
4. Apakah Anda merasa lebih bertanggung jawab atas hasil belajar Anda sendiri?
5. Apakah Anda pernah mengikuti proyek atau kegiatan khusus saat belajar Bahasa Inggris? Bisa diceritakan pengalamannya?
6. Apakah belajar melalui proyek atau diskusi membantu Anda lebih memahami materi?
7. Apakah Anda mencari materi tambahan di luar pelajaran sekolah?
8. Apakah kegagalan membuat Anda semakin ingin belajar atau sebaliknya?
9. Apakah Anda belajar Bahasa Inggris karena didorong oleh orang tua atau guru?
10. Apakah tujuan Anda belajar Bahasa Inggris adalah untuk mendapatkan nilai tinggi?

Wawancara Siswa 1 (Siti Rofiah)

- R : Bagaimana pendapat Anda dalam belajar Bahasa Inggris?
- S1 : Saya suka belajar Bahasa Inggris karena itu bahasa internasional dan belajarnya pun seru.
- R : Apakah Anda diberi kebebasan menentukan cara belajar yang sesuai dengan kebutuhan Anda?
- S1 : Iya, guru saya membebaskan kami pilih metode belajar. Saya suka belajar lewat lagu dan film.
- R : Bagaimana cara Anda berkontribusi atau mengambil inisiatif dalam pembelajaran?
- S1 : Saya sering bantu teman saya yang kesulitan dalam belajar dan saya juga suka bertanya kepada guru jika saya tidak memahami penjelasannya.
- R : Apakah Anda merasa lebih bertanggung jawab atas hasil belajar Anda sendiri?
- S1 : Iya karena kalau nilai saya jelek, saya sadar itu tanggung jawab saya yang tidak bersungguh-sungguh dalam belajar.
- R : Apakah Anda pernah mengikuti proyek atau kegiatan khusus saat belajar Bahasa Inggris? Bisa diceritakan pengalamannya?
- S1 : Saya pernah ikut lomba pidato Bahasa Inggris. Itu pengalaman seru dan menantang.
- R : Apakah belajar melalui proyek atau diskusi membantu Anda lebih memahami materi?
- S1 : Sangat membantu. Diskusi bikin saya lebih paham karena bisa dengar pendapat orang lain.
- R : Apakah Anda mencari materi tambahan di luar pelajaran sekolah?
- S1 : Iya, saya sering nonton YouTube belajar grammar dan listening.
- R : Apakah kegagalan membuat Anda semakin ingin belajar atau sebaliknya?
- S1 : Awalnya kecewa, tapi lama-lama malah jadi motivasi buat belajar lebih giat.
- R : Apakah Anda belajar Bahasa Inggris karena didorong oleh orang tua atau guru?
- S1 : Awalnya karena dorongan guru, tapi lama-lama saya sadar pentingnya sendiri.
- R : Apakah tujuan Anda belajar Bahasa Inggris adalah untuk mendapatkan nilai tinggi?
- S1 : Iya sayabelajar untuk mendapatkan nilai tinggi.

Wawancara Siswa 2 (Nurul Andini)

- R : Bagaimana pendapat Anda dalam belajar Bahasa Inggris?
- S2 : Bahasa Inggris menurut saya itu menarik karena bias membuka wawasan tentang dunia luar kak.
- R : Apakah Anda diberi kebebasan menentukan cara belajar yang sesuai dengan kebutuhan Anda?
- S2 : Iye, saya suka bikin catatan sendiri dan pakai warna-warni supaya lebih mudah diingat.
- R : Bagaimana cara Anda berkontribusi atau mengambil inisiatif dalam pembelajaran?
- S2 : Saya aktif dalam pembelajaran dikelas kak saya sering bertanya kepada guru.
- R : Apakah Anda merasa lebih bertanggung jawab atas hasil belajar Anda sendiri?
- S2 : Iye kak, Saya merasa bertanggung jawab.
- R : Apakah Anda pernah mengikuti proyek atau kegiatan khusus saat belajar Bahasa Inggris? Bisa diceritakan pengalamannya?
- S2 : Saya pernah ikut drama Bahasa Inggris kak, Saya jadi belajar intonasi dan ekspresi.
- R : Apakah belajar melalui proyek atau diskusi membantu Anda lebih memahami materi?
- S2 : Iye kak. Belajar lewat praktik nyata bikin saya itu lebih cepat mengerti materinya.
- R : Apakah Anda mencari materi tambahan di luar pelajaran sekolah?
- S2 : Iye, saya biasa dirumah belajar bahasa inggris lewat aplikasi
- : Apakah kegagalan membuat Anda semakin ingin belajar atau sebaliknya?
- S2 : Biasa kalau gagal ka kak merenung ka dulu kenapa bisa terjadi lalu itu semangat mika lagi untuk perbaiki kesalahanku supaya tidak terjadi mi lagi kegagalan yang sama kak.
- R : Apakah Anda belajar Bahasa Inggris karena didorong oleh orang tua atau guru?
- S2 : Dorongan awal dari guru, tapi sekarang saya sendiri yang semangat.
- : Apakah tujuan Anda belajar Bahasa Inggris adalah untuk mendapatkan nilai tinggi?
- R : Iye tapi berharapka juga bisa berbicara Bahasa Inggris dengan lancar.

Wawancara Siswa 3 (Putri Maulidah)

- R : Bagaimana pendapat Anda dalam belajar Bahasa Inggris?
- S3 : Bahasa Inggris menurut saya agak sulit, tapi penting dipelajari.
- R : Apakah Anda diberi kebebasan menentukan cara belajar yang sesuai dengan kebutuhan Anda?
- S3 : Tergantung materi, tapi saya biasanya ikut cara yang diberikan guru saja.
- R : Bagaimana cara Anda berkontribusi atau mengambil inisiatif dalam pembelajaran?
- S3 : Saya itu agak introvert kak, tapi kalau disuruh presentasi, saya usahakan usahakan ji untuk lakukan.
- R : Apakah Anda merasa lebih bertanggung jawab atas hasil belajar Anda sendiri?
- S3 : Iye karena hasil nilai ku nanti tergantung dari usahaku belajar selama ini bagaimana kalau rajinka pasti bagus nilaiku begitupun sebaliknya.
- R : Apakah Anda pernah mengikuti proyek atau kegiatan khusus saat belajar Bahasa Inggris? Bisa diceritakan pengalamannya?
- S3 : Pernah ada tugas buat video dalam Bahasa Inggris bareng teman sekelas.
- R : Apakah belajar melalui proyek atau diskusi membantu Anda lebih memahami materi?
- S3 : Lumayan membantu, tapi saya lebih suka belajar sendiri.
- R : Apakah Anda mencari materi tambahan di luar pelajaran sekolah?
- S3 : Iye saya biasanya sering baca-baca kamus kalau di rumah.
- R : Apakah kegagalan membuat Anda semakin ingin belajar atau sebaliknya?
- S3 : Kalau gagal yah biasanya saya jadi malas, tapi setelah itu pelan-pelan belajar lagi.
- R : Apakah Anda belajar Bahasa Inggris karena didorong oleh orang tua atau guru?
- S3 : Kemauan Sendiri ji.
- R : Apakah tujuan Anda belajar Bahasa Inggris adalah untuk mendapatkan nilai tinggi?
- S3 : Iye, supaya dapat nilai bagus dan nggak ketinggalan

Wawancara Siswa 4 (Inayah syifarannu)

- R : Bagaimana pendapat Anda dalam belajar Bahasa Inggris?
- S4 : Saya senang belajar Bahasa Inggris karena saya ingin traveling ke luar negeri.
- R : Apakah Anda diberi kebebasan menentukan cara belajar yang sesuai dengan kebutuhan Anda?
- S4 : Iya, guru saya kasih kebebasan.
- R : Bagaimana cara Anda berkontribusi atau mengambil inisiatif dalam pembelajaran?
- S4 : Saya suka bantu buat kelompok diskusi dan mengajak teman buat belajar bareng.
- R : Apakah Anda merasa lebih bertanggung jawab atas hasil belajar Anda sendiri?
- S4 : Iya, saya merasa kalau saya santai, hasilnya juga tidak bagus.
- R : Apakah Anda pernah mengikuti proyek atau kegiatan khusus saat belajar Bahasa Inggris? Bisa diceritakan pengalamannya?
- S4 : Saya pernah ikut English Camp. Seru.
- R : Apakah belajar melalui proyek atau diskusi membantu Anda lebih memahami materi?
- S4 : Iya, karena praktik langsung lebih nempel di otak.
- R : Apakah Anda mencari materi tambahan di luar pelajaran sekolah?
- S4 : Iya, kadang-kadang.
- R : Apakah kegagalan membuat Anda semakin ingin belajar atau sebaliknya?
- S4 : Kegagalan jadi pelajaran, saya malah jadi makin penasaran.
- R : Apakah Anda belajar Bahasa Inggris karena didorong oleh orang tua atau guru?
- S4 : Iya awalnya dari dorongan guru dan juga support dari orang tua tapi setelah belajar saya rasa memang perlu untuk belajar bersungguh sungguh.
- R : Apakah tujuan Anda belajar Bahasa Inggris adalah untuk mendapatkan nilai tinggi?
- S4 : Nilai penting, tapi lebih penting bisa komunikasi.

Wawancara Siswa 5 (Putri Salsabilah Baso)

- R : Bagaimana pendapat Anda dalam belajar Bahasa Inggris?
- S5 : Bahasa Inggris perlu, walau saya belum terlalu bisa berbahasa Inggris.
- R : Apakah Anda diberi kebebasan menentukan cara belajar yang sesuai dengan kebutuhan Anda?
- S5 : Kadang-kadang, tapi saya lebih nyaman kalau dikasih panduan dari guru.
- R : Bagaimana cara Anda berkontribusi atau mengambil inisiatif dalam pembelajaran?
- S5 : Saya kurang aktif dalam kelas karena malu.
- R : Apakah Anda merasa lebih bertanggung jawab atas hasil belajar Anda sendiri?
- S5 : Iya kalau saya tidak belajar ya rugi sendiri.
- R : Apakah Anda pernah mengikuti proyek atau kegiatan khusus saat belajar Bahasa Inggris? Bisa diceritakan pengalamannya?
- S5 : Ya pernah dikasih tugas membuat video percakapan bersama teman kelas.
- R : Apakah belajar melalui proyek atau diskusi membantu Anda lebih memahami materi?
- S5 : Diskusi bantu saya paham, walaupun saya nggak banyak bicara.
- R : Apakah Anda mencari materi tambahan di luar pelajaran sekolah?
- S5 : Jarang, tapi kadang hanya buka YouTube buat listening dari lagu.
- R : Apakah kegagalan membuat Anda semakin ingin belajar atau sebaliknya?
- S5 : Kalau gagal, saya butuh waktu untuk semangat lagi.
- R : Apakah Anda belajar Bahasa Inggris karena didorong oleh orang tua atau guru?
- S5 : Iye.
- R : Apakah tujuan Anda belajar Bahasa Inggris adalah untuk mendapatkan nilai tinggi?
- S5 : Iye, tujuan utama saya biar nilai tidak jelek.

Wawancara Siswa 6 (Nurul Zakiyah Ita)

- R : Bagaimana pendapat Anda dalam belajar Bahasa Inggris?
- S6 : Menurut saya Belajar Bahasa Inggris sangatlah penting karena merupakan bahasa Internasional.
- R : Apakah Anda diberi kebebasan menentukan cara belajar yang sesuai dengan kebutuhan Anda?
- S6 : Iya, saya suka belajar lewat aplikasi.
- R : Bagaimana cara Anda berkontribusi atau mengambil inisiatif dalam pembelajaran?
- S6 : Saya sering bertanya sama guru kalau saya tidak mengerti.
- R : Apakah Anda merasa lebih bertanggung jawab atas hasil belajar Anda sendiri?
- S6 : Iya, Saya sangat merasa bertanggung jawab.
- R : Apakah Anda pernah mengikuti proyek atau kegiatan khusus saat belajar Bahasa Inggris? Bisa diceritakan pengalamannya?
- S6 : Saya pernah ikut ENGLISH CAMP.
- R : Apakah belajar melalui proyek atau diskusi membantu Anda lebih memahami materi?
- S6 : Iya karena saya suka berdiskusi.
- R : Apakah Anda mencari materi tambahan di luar pelajaran sekolah?
- S6 : Iya, saya suka cari materi tambahan di internet.
- R : Apakah kegagalan membuat Anda semakin ingin belajar atau sebaliknya?
- S6 : Menurut saya kegagalan itu bagian dari proses.
- R : Apakah Anda belajar Bahasa Inggris karena didorong oleh orang tua atau guru?
- S6 : Motivasi saya datang dari diri sendiri.
- R : Apakah tujuan Anda belajar Bahasa Inggris adalah untuk mendapatkan nilai tinggi?
- S6 : Iya saya berharap untuk bisa mendapatkan nilai tinggi.

Wawancara Siswa 7 (Aisyah Maharani)

- R : Bagaimana pendapat Anda dalam belajar Bahasa Inggris?
- S7 : Menurut saya belajar Bahasa Inggris itu menyenangkan.
- R : Apakah Anda diberi kebebasan menentukan cara belajar yang sesuai dengan kebutuhan Anda?
- S7 : Saya bebas, tapi kadang saya tidak tahu cara belajar yang cocok.
- R : Bagaimana cara Anda berkontribusi atau mengambil inisiatif dalam pembelajaran?
- S7 : Kalau tertarik sama topiknya, baru saya aktif.
- R : Apakah Anda merasa lebih bertanggung jawab atas hasil belajar Anda sendiri?
- S7 : Iya saya merasa tanggung jawab.
- R : Apakah Anda pernah mengikuti proyek atau kegiatan khusus saat belajar Bahasa Inggris? Bisa diceritakan pengalamannya?
- S7 : Saya pernah ikut kursus.
- R : Apakah belajar melalui proyek atau diskusi membantu Anda lebih memahami materi?
- S7 : Iya membantu karena kita bisa berdiskusi.
- R : Apakah Anda mencari materi tambahan di luar pelajaran sekolah?
- S7 : Kadang-kadang.
- R : Apakah kegagalan membuat Anda semakin ingin belajar atau sebaliknya?
- S7 : Kalau gagal, saya istirahat dulu baru lanjut belajar lagi.
- R : Apakah Anda belajar Bahasa Inggris karena didorong oleh orang tua atau guru?
- R : Kemauan sendiri.
- S7 : Apakah tujuan Anda belajar Bahasa Inggris adalah untuk mendapatkan nilai tinggi?
- R : Enggak cuma nilai tinggi, tapi juga buat masa depan, seperti kuliah atau kerja nanti.

Wawancara Siswa 8 (Nurbiyanah Erwin)

- R : Bagaimana pendapat Anda dalam belajar Bahasa Inggris?
- S8 : Menyenangkan tapi biasa kesusahan ka juga pahami.
- R : Apakah Anda diberi kebebasan menentukan cara belajar yang sesuai dengan kebutuhan Anda?
- S8 : iya guru saya fleksibel.
- R : Bagaimana cara Anda berkontribusi atau mengambil inisiatif dalam pembelajaran?
- S8 : Biasa saya banyak bertanya kalau belajar didalam kelas.
- R : Apakah Anda merasa lebih bertanggung jawab atas hasil belajar Anda sendiri?
- S8 : Saya sangat merasa bertanggung jawab. Belajar itu penting.
- R : Apakah Anda pernah mengikuti proyek atau kegiatan khusus saat belajar Bahasa Inggris? Bisa diceritakan pengalamannya?
- S8 : Pernah jadi MC dalam acara English Day. Deg-degan tapi bangga.
- R : Apakah belajar melalui proyek atau diskusi membantu Anda lebih memahami materi?
- S8 : Sangat membantu, saya suka diskusi .
- R : Apakah Anda mencari materi tambahan di luar pelajaran sekolah?
- S8 : Iya, saya belajar ditempat kursus Bahasa Inggris.
- R : Apakah kegagalan membuat Anda semakin ingin belajar atau sebaliknya?
- S8 : Iya kalau saya gagal saya lebih bersemangat untuk belajar supaya tidak gagal lagi.
- R : Apakah Anda belajar Bahasa Inggris karena didorong oleh orang tua atau guru?
- S8 : Saya termotivasi dari diri sendiri, tapi orang tua juga dukung.
- R : Apakah tujuan Anda belajar Bahasa Inggris adalah untuk mendapatkan nilai tinggi?
- S8 : Iya supaya nilai saya bagus
- .

Wawancara Siswa 9 (Zakinah Musdalifah)

- R : Bagaimana pendapat Anda dalam belajar Bahasa Inggris?
- S9 : Belajar Bahasa Inggris itu menyenangkan.
- R : Apakah Anda diberi kebebasan menentukan cara belajar yang sesuai dengan kebutuhan Anda?
- S9 : Iya, saya suka denger lagu dan menonton film dan saya bisa belajar dari hal itu.
- R : Bagaimana cara Anda berkontribusi atau mengambil inisiatif dalam pembelajaran?
- S9 : Saya bantu teman bikin tugas kelompok dan kadang jadi juru bicara.
- R : Apakah Anda merasa lebih bertanggung jawab atas hasil belajar Anda sendiri?
- S9 : Saya belajar karena tahu itu buat masa depan saya sendiri.
- R : Apakah Anda pernah mengikuti proyek atau kegiatan khusus saat belajar Bahasa Inggris? Bisa diceritakan pengalamannya?
- S9 : Saya pernah ikut kursus Bahasa Inggris.
- R : Apakah belajar melalui proyek atau diskusi membantu Anda lebih memahami materi?
- S9 : Iya, belajar sambil praktik bikin saya cepat mengerti.
- R : Apakah Anda mencari materi tambahan di luar pelajaran sekolah?
- S9 : Iya, kadang-kadang.
- R : Apakah kegagalan membuat Anda semakin ingin belajar atau sebaliknya?
- S9 : Kegagalan bikin saya lebih semangat karena saya suka tantangan.
- R : Apakah Anda belajar Bahasa Inggris karena didorong oleh orang tua atau guru?
- S9 : Lebih karena saya sadar pentingnya Bahasa Inggris.
- R : Apakah tujuan Anda belajar Bahasa Inggris adalah untuk mendapatkan nilai tinggi?
- S9 : Tidak cuma nilai, saya pengen bisa ngobrol Bahasa Inggris juga.

Wawancara Siswa 10 (Nur Biana M)

- R : Bagaimana pendapat Anda dalam belajar Bahasa Inggris?
- S10 : Awalnya saya takut, tapi lama-lama saya bisa nikmati prosesnya.
- R : Apakah Anda diberi kebebasan menentukan cara belajar yang sesuai dengan kebutuhan Anda?
- S10 : Iya, saya buat jadwal belajar sendiri, kadang belajar sambil dengar musik.
- R : Bagaimana cara Anda berkontribusi atau mengambil inisiatif dalam pembelajaran?
- S10 : Saya aktif dalam pembelajaran dikelas.
- R : Apakah Anda merasa lebih bertanggung jawab atas hasil belajar Anda sendiri?
- S10 : Iya, saya sadar kalau saya malas, saya sendiri yang rugi.
- R : Apakah Anda pernah mengikuti proyek atau kegiatan khusus saat belajar Bahasa Inggris? Bisa diceritakan pengalamannya?
- S10 : Saya pernah ikut English Camp.
- R : Apakah belajar melalui proyek atau diskusi membantu Anda lebih memahami materi?
- S10 : Iya, diskusi bikin saya merasa nggak sendirian dalam belajar.
- R : Apakah Anda mencari materi tambahan di luar pelajaran sekolah?
- S10 : Iya, kadang-kadang.
- R : Apakah kegagalan membuat Anda semakin ingin belajar atau sebaliknya?
- S10 : Saya sering sedih kalau gagal, tapi itu jadi motivasi.
- R : Apakah Anda belajar Bahasa Inggris karena didorong oleh orang tua atau guru?
- S10 : Dorongan awal saya belajar bahasa inggris itu dari guru kak, tapi seiring berjalannya waktu sekarang saya sendiri yang semangat karena belajarnya juga seru
- R : Apakah tujuan Anda belajar Bahasa Inggris adalah untuk mendapatkan nilai tinggi?
- S10 : Nilai itu penting, tapi saya ingin bisa pakai Bahasa Inggris dengan percaya diri.

APPENDIX 3

Validasi Instrument

FORMAT VALIDASI INSTRUMEN

Judul : "Analysis of the Implementation Merdeka Belajar Curriculum on Student Learning Motivation in English at Man Palopo".

1. Variabel 1 : Implementation Merdeka Belajar Curriculum in English Learning

	Teori/konsep 1 Fleksibilitas Pembelajaran (teori: Abraham Maslow 1954)	Teori/konsep 2 Student-Centered Learning (teori: Rogers, Piaget 1952)	Teori/konsep Project-Based & Learning (teori: John Dewey (1938)
Definisi Ahli	Kurikulum humanistik bertujuan membantu peserta didik mencapai aktualisasi diri, yakni realisasi penuh dari potensi individu sebagai manusia yang utuh.	Satu-satunya pembelajaran yang secara signifikan memengaruhi perilaku adalah pembelajaran yang ditemukan sendiri dan disesuaikan dengan diri sendiri.	Pembelajaran terbaik terjadi melalui pengalaman langsung dan pemecahan masalah nyata.
Definisi teoretis	Kurikulum humanistik adalah pendekatan kurikulum yang berfokus pada pengembangan kepribadian, potensi, dan kebutuhan peserta didik secara menyeluruh, baik secara intelektual, emosional, sosial, maupun spiritual. Kurikulum ini menekankan nilai-nilai kemanusiaan seperti empati, kebebasan, tanggung jawab, dan penghargaan terhadap individu. Student-Centered Learning adalah pendekatan pembelajaran yang menempatkan siswa sebagai subjek utama dalam proses belajar. Pembelajaran diarahkan pada kebutuhan, minat, kemampuan, dan gaya belajar siswa, dengan guru berperan sebagai fasilitator yang menyediakan lingkungan dan bimbingan untuk eksplorasi aktif dan pembentukan pengetahuan secara mandiri. Project-Based Learning (PjBL) adalah pendekatan pembelajaran yang melibatkan siswa dalam penyelidikan mendalam terhadap suatu masalah atau tantangan nyata dalam jangka waktu tertentu, menghasilkan produk atau solusi nyata.		
Defenisi oprasional	Kurikulum humanistik dalam praktik adalah model kurikulum yang: • Menyediakan ruang bagi ekspresi pribadi siswa. • Mengintegrasikan kegiatan pembelajaran yang memfasilitasi refleksi diri. • Memberikan kebebasan bagi siswa untuk memilih topik atau cara belajar yang sesuai dengan minatnya. Secara operasional, Student-Centered Learning dapat diterapkan dalam bentuk:		

	• Pembelajaran berbasis proyek (Project-Based Learning) • Diskusi kelompok kecil dan kolaboratif • Pemberian pilihan dalam tugas atau topik belajar Dalam praktik, PjBL diwujudkan melalui: • Pembelajaran berorientasi proyek nyata yang relevan. • Proses inkuiri: merumuskan pertanyaan, mengumpulkan data, menganalisis, menyimpulkan. • Kolaborasi antarsiswa dan fasilitasi guru. • Presentasi atau produk akhir.
Indikator	Fleksibilitas Pembelajaran a. Kebebasan memilih materi dan pendekatan b. Penyesuaian metode dengan karakter siswa Student Centered Learning a. Keterlibatan aktif siswa dalam proses belajar b. Pembelajaran disesuaikan dengan kebutuhan siswa c. Guru sebagai fasilitator Indikator Pembelajaran Berbasis Proyek a. Siswa terlibat dalam pemecahan masalah nyata b. Pembelajaran dimulai dari pertanyaan atau masalah c. Siswa bekerja secara kolaboratif d. Proses pembelajaran mencakup investigasi mendalam
Sub Indikator	

2. Variabel 2 : Students Motivation in English Learning

	Teori/konsep 1 Motivasi Intrinsik (Deci & Ryan 1985)	Teori/konsep 2 Motivasi Ekstrinsik (Deci & Ryan 1985)
Definisi Ahli	Motivasi intrinsik adalah dorongan untuk melakukan suatu aktivitas karena aktivitas itu sendiri memberikan kepuasan, kesenangan, atau makna personal.	Motivasi ekstrinsik adalah motivasi yang berasal dari luar individu dan didorong oleh hadiah, pujian, nilai, pengakuan sosial, atau hukuman.
Defenisi oprasional	Motivasi Intrinsik (dalam pembelajaran) - Siswa mengikuti kegiatan belajar karena rasa ingin tahu, minat, atau kesenangan pribadi. - Siswa tidak bergantung pada nilai, hadiah, atau persetujuan guru/orang lain. Motivasi Ekstrinsik (dalam pembelajaran) - Siswa belajar demi mendapatkan nilai tinggi, pujian dari guru/orang tua, hadiah, atau menghindari hukuman. - Siswa menunjukkan keterlibatan belajar karena adanya tekanan atau insentif eksternal.	
Indikator	Intrinsik - Rasa ingin tahu terhadap materi belajar - Menikmati proses belajar, bukan hanya hasil - Belajar karena kesadaran dan nilai - Mampu bertahan dalam kesulitan belajar - Menunjukkan kreativitas dan inisiatif sendiri Ekstrinsik - Belajar untuk mendapat imbalan (nilai, hadiah, pujian) - Belajar karena tekanan atau kewajiban dari luar - Menunjukkan kinerja jika ada evaluasi atau pengawasan - Termotivasi oleh status atau pengakuan sosial - Cepat menyerah saat tidak ada insentif	
Sub Indikator (jika dibutuhkan)		

Instrumen Pedoman Wawancara

Judul : "Analysis of the Implementation Merdeka Belajar Curriculum on Student Learning Motivation in English at Man Palopo".

No	Indikator	Sub Indikator jika ada	Butir Pertanyaan
1.	Fleksibilitas Pembelajaran	a. Kebebasan memilih materi dan pendekatan b. Penyesuaian metode dengan karakter siswa	1. Bagaimana pendapat Anda dalam belajar Bahasa Inggris? 2. Apakah Anda diberi kebebasan menentukan cara belajar yang sesuai dengan kebutuhan Anda?
2.	Student-Centered Learning	a. Peran aktif siswa b. Kemandirian dalam belajar	3. Bagaimana cara Anda berkontribusi atau mengambil inisiatif dalam pembelajaran? 4. Apakah Anda merasa lebih bertanggung jawab atas hasil belajar Anda sendiri?
3.	Project-Based Learning	a. Keterlibatan dalam proyek b. Eksplorasi dan pemecahan masalah	5. Apakah Anda pernah mengikuti proyek atau kegiatan khusus saat belajar Bahasa Inggris? Bisa diceritakan pengalamannya? 6. Apakah belajar melalui proyek atau diskusi membantu Anda lebih memahami materi?
4.	Motivasi Intrinsik • Rasa ingin tahu • Inisiatif dan Kemandirian • Ketahanan Menghadapi Kegagalan	a. Ketertarikan pada materi b. Keinginan mengeksplorasi c. Belajar tanpa paksaan d. Manajemen waktu e. Motivasi saat nilai rendah	7. Apakah Anda mencari materi tambahan di luar pelajaran sekolah? 8. Apakah kegagalan membuat Anda semakin ingin belajar atau sebaliknya?

5.	Motivasi Ekstrinsik • Dorongan Sosial • Fokus pada hasil	a. Harapan orang tua/guru b. Keinginan nilai tinggi	9. Apakah Anda belajar Bahasa Inggris karena didorong oleh orang tua atau guru? 10. Apakah tujuan Anda belajar Bahasa Inggris adalah untuk mendapatkan nilai tinggi?
----	---	--	---

Kesimpulan

Secara umum, Pendapat Bapak/Ibu terhadap instrument penelitian Analysis of the Implementation Merdeka Belajar Curriculum on Student Learning Motivation in English at Man Palopo:

- a. Layak
- b. Layak Dengan perbaikan
- c. Tidak layak

Palopo, 16 Mei 2025
 Penilaian Kelayakan


 Dr. Wisran, S.S., M.Pd.

APPENDIX 3

Surat Izin Penelitian



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. K. H. M. Hasyim, No. 5, Kota Palopo, Kode Pos: 91921
Telp/Fax : (0471) 326048, Email : dpmptsp@palopokota.go.id, Website : http://dpmptsp.palopokota.go.id

SURAT KETERANGAN PENELITIAN

NOMOR : 500.16.7.2/2025.0703/IP/DPMTSP

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : ANNISA GITA MULYANI
Jenis Kelamin : P
Alamat : Dusun Mappideceng, Kec. Ponrang, Kab. Luwu
Pekerjaan : Mahasiswa
NIM : 2305040007

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Tesis dengan Judul :

**ANALYSIS OF THE IMPLEMENTATION MERDEKA BELAJAR CURRICULUM ON STUDENT LEARNING
MOTIVATION IN ENGLISH AT MAN PALOPO**

Lokasi Penelitian : MADRASAH ALIYAH NEGERI PALOPO
Lamanya Penelitian : 27 Mei 2025 s.d. 27 Agustus 2025

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 27 Mei 2025



Ditandatangani secara elektronik oleh :
Kepala DPMTSP Kota Palopo
SYAMSURIADI NUR, S.STP
Pangkat : Pembina IV/a
NIP : 19850211 200312 1 002

Tembusan Kepada Yth.:

1. Wali Kota Palopo;
2. Dandim 1403 SWG;
3. Kapolres Palopo;
4. Kepala Badan Kesbang Prov. Sul-Sel;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kesbang Kota Palopo;
7. Instansi terkait tempat dilaksanakan penelitian.



Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN)

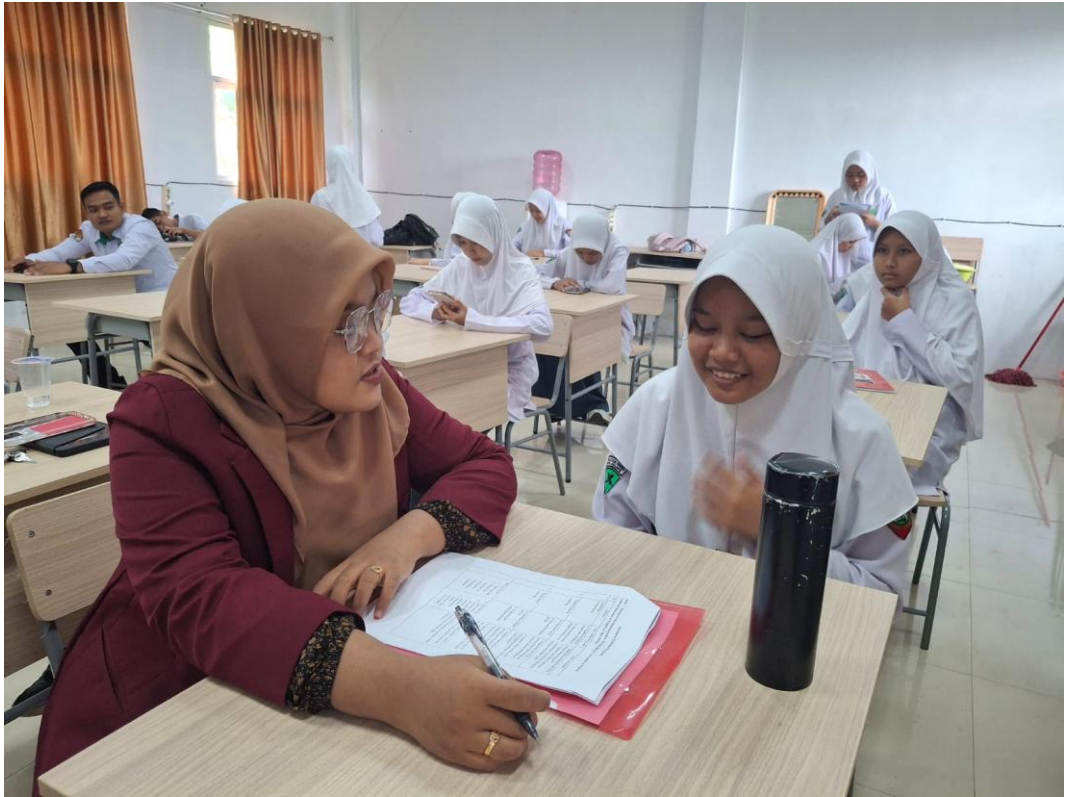
APPENDIX 4

Documentation













LETTER OF ACCEPTANCE

No : 012/LoA/FOSTER-JELT/VIII/2025

Date : August 15, 2025

To:
Annisa Gita Mulyani (Universitas Islam Negeri Palopo)

Rustan Santaria (Universitas Islam Negeri Palopo)

Jufriadi (Universitas Islam Negeri Palopo)

Dear Authors,

It is our pleasure to inform you that, following the peer-review process, your manuscript entitled:

“The Implementation of the Merdeka Belajar Curriculum and Its Impact on Students’ Motivation in Learning English at MAN Palopo”

has been accepted for publication in FOSTER: Journal of English Language Teaching, Volume 7, Number 1 (January 2026). Your article will be available online through our OJS platform at: <https://foster.pbi-iainpalopo.ac.id/index.php/contents/> on January 31st, 2026.

We sincerely thank you for your valuable contribution to our journal and look forward to receiving future submissions from you.

Sincerely,

Editor-in-Chief

Muhammad Iksan



Email:

pbi.ftik@iainpalopo.ac.id
WhatsApp:
+62 852-4284

BIOGRAPHY



Annisa Gita Mulyani, was born on 23 August 2001 in Kendari. The author is the only child of the couple Ahmad yani S.E and Sitti Juaria. The author lives in Ponrang, Luwu. The author basic education was completed in 2013 at SDN 60 Ponrang. In 2013 continued studying at SMP PMDS (Pesantren Modern Datok Sulaiman) Palopo until 2016. And then continue her studying in SMAN 15 Luwu. She continued again for her degree (S1) in the state Islamic Institute of Palopo (IAIN Palopo), she took English Education Study Program in Education and Teacher Training Faculty and graduated in 2023. Then she continued her master's degree at the postgraduate program at state Islamic University of Palopo (UIN Palopo) she wrote her thesis with the title ***“The Implementation of The Merdeka Belajar Principles and Its Impact on Student’s Motivation at MAN Palopo”***.