

**ENGLISH TEACHER'S PERCEPTION IN UTILIZING *MERDEKA
MENGAJAR* PLATFORM ON ENGLISH TEACHING AT SDN 1
LOCERET**

THESIS

Submitted for Thesis Writing to Fulfil One of The Requirements to Obtain
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PGRI Kediri



BY:

RISMA FEBRIANI NUR FITRIANA

NPM: 2114050042

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

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APPROVAL PAGE

Thesis by:

RISMA FEBRIANI NUR FITRIANA

NPM: 2114050042

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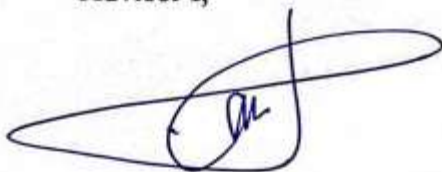
Faculty of Teacher Training and Education

University of Nusantara PGRI Kediri

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The Advisors

Advisor I,



Dr. Suhartono, M.Pd
NIDN. 0714026901

Advisor II



Dr. Yunik Susanti, M.Pd.
NIDN. 0718017801

APPROVAL SHEET

Skripsi by:

RISMA FEBRIANI NUR FITRIANA

NPM: 2114050042

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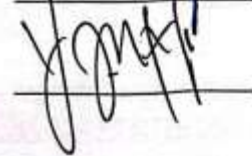
Chairman : Dr. Suhartono, M.Pd.



First Examiner : Dr. Rika Riwayatiningih, M.Pd.



Second Examiner : Dr. Yunik Susanti, M.Pd.



The Dean of the Faculty of Teacher
Training and Education



DEAGUSWIDODO, M.Pd.
NIP. 196908241994031001

THE STATEMENT OF WRITING ORIGINALITY

Hereby:

Name : Risma Febriani Nur Fitriana

Gender : Female

Place/Date of Birth : Kediri, 03 February 2000

NPM : 2114050042

Faculty/Study Program : FKIP/English Education

Declare truthfully, that in this skripsi there is no work that has ever been submitted to obtain a graduate degree at university, and to the best of my knowledge there are no papers or opinion that has ever been published by anyone else, except those that are intentionally referred to this text and mentioned in the bibliography.

Kediri, July 11 2025



RISMA FEBRIANI NUR FITRIANA

NPM. 2114050042

MOTTO

“It’s okay to be late. Life is not a race, and every person walks their path at a different pace. What matters is not how fast you arrive, but how much you grow along the way. Some journeys take longer, not because of weakness, but because of the strength it takes to rise after every fall, to pause and reflect, and to continue walking with purpose. In the end, arriving late with wisdom and resilience is far more valuable than arriving early without meaning.”

ABSTRACT

Risma Febriani Nur Fitriana. English Teacher's Perception in Utilizing *Merdeka Mengajar* Platform on English Teaching at SDN 1 Loceret, Skripsi. English Language Education Department, Faculty of Teacher Training and Education. University of Nusantara PGRI Kediri, 11th July 2025.

Keywords: *Teacher perception, Merdeka Mengajar Platform, Independent Training, Teaching Resources, English teaching*

This research is titled “*English Teacher's Perception in Utilizing Merdeka Mengajar Platform on English Teaching at SDN 1 Loceret*”. The background of this study comes from the need to support the implementation of the Merdeka Curriculum through the use of the Merdeka Mengajar Platform (PMM), especially in English teaching. The problem in this research is how the English teacher perceives the use of PMM, especially its features: *Pelatihan Mandiri* (Independent Training) and *Perangkat Ajar* (Teaching Resources). The purpose is to describe the teacher's perception based on three components: cognitive (knowledge), affective (feelings), and conative (actions) in using PMM during the planning, teaching, and assessment stages of English lessons.

This research uses a qualitative approach with a case study method. The subject is an English teacher at SDN 1 Loceret, a *Sekolah Penggerak* in Nganjuk, East Java. The data were collected through semi-structured interviews, classroom observation, and document analysis. The data analysis follows the model by Miles and Huberman (1994), which includes data reduction, data display, and conclusion drawing. The theory of perception by Baron and Byrne (2006) is used to understand the teacher's knowledge, attitude, and behavior in using the *Merdeka Mengajar* platform.

The findings show that the teacher has a positive perception of the platform. Cognitively, the teacher understands how to use the features well and connects them with the learning goals. Affectively, the teacher feels that PMM is helpful and motivating for professional development. Conatively, the teacher is willing to keep using PMM and adjust the content for students' needs. In conclusion, PMM gives a good impact on English teaching.

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Praise is always offered to the presence of Allah S.W.T who has bestowed His mercies and blessings so that the author can complete a research proposal entitle "English Teacher's Perception in Utilizing Merdeka Mengajar Platform on English Teaching at SDN 1 Loceret".

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TABLE OF CONTENT

APPROVAL PAGE	ii
APPROVAL SHEET	iii
MOTTO	v
ABSTRACT	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENT	viii
CHAPTER I.....	13
A. Background	13
B. Scope of The Problem	15
C. Formulation of the Problem	16
D. Objective of the Research	16
E. Significance of the Research	16
F. Definition of Key Terms	17
CHAPTER II	Error! Bookmark not defined.
A. Teoritical Framework	Error! Bookmark not defined.
B. Review of Related Literature	Error! Bookmark not defined.
CHAPTER III	Error! Bookmark not defined.
A. Approach and Type of Research	Error! Bookmark not defined.
B. The Role of the Researcher	Error! Bookmark not defined.
C. Steps of the Research	Error! Bookmark not defined.
D. Place and Time of the Research	Error! Bookmark not defined.
E. Source of Data.....	Error! Bookmark not defined.
F. Procedure of Collecting the Data	Error! Bookmark not defined.
G. Technique of Analyzing the Data	Error! Bookmark not defined.
H. Validity and Reliability	Error! Bookmark not defined.
CHAPTER IV.....	Error! Bookmark not defined.
A. Data Description.....	Error! Bookmark not defined.
B. Findings.....	Error! Bookmark not defined.
1. Cognitive Perception in utilizing <i>Merdeka Mengajar</i> Platform.....	Error! Bookmark not defined.

2.	Affective Perspective in utilizing <i>Merdeka Mengajar</i> Platform....	Error! Bookmark not defined.
3.	Conative Perspective in utilizing <i>Merdeka Mengajar</i> Platform.....	Error! Bookmark not defined.
C.	Discussion	Error! Bookmark not defined.
1.	Cognitive Perception in utilizing <i>Merdeka Mengajar</i> Platform.....	Error! Bookmark not defined.
2.	Affective Perspective in utilizing <i>Merdeka Mengajar</i> Platform	Error! Bookmark not defined.
3.	Conative Perspective in utilizing <i>Merdeka Mengajar</i> Platform.....	Error! Bookmark not defined.
CHAPTER V		Error! Bookmark not defined.
A.	Conclusion	Error! Bookmark not defined.
B.	Implications.....	Error! Bookmark not defined.
C.	Suggestions	Error! Bookmark not defined.
BIBLIOGRAPHY		18
APPENDIX.....		Error! Bookmark not defined.

LIST OF TABLES

Tabel 3. 1 Timeline of the Research.....	Error! Bookmark not defined.
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LIST OF FIGURES

- Figure 4. 1 Topics provided in Pelatihan Mandiri Feature... **Error! Bookmark not defined.**
- Figure 4. 2 Modules supporting the teacher in planning the lesson..... **Error! Bookmark not defined.**
- Figure 4. 3 Submodules about TPR method in Pelatihan Mandiri feature **Error! Bookmark not defined.**
- Figure 4. 4 Submodules about TPR method in Pelatihan Mandiri feature **Error! Bookmark not defined.**
- Figure 4. 5 Teaching Resources provided in *Perangkat Ajar* feature **Error! Bookmark not defined.**
- Figure 4. 6 Teaching Resources having passed curation process..... **Error! Bookmark not defined.**
- Figure 4. 7 The teacher's lesson plan/modul ajar also the sources **Error! Bookmark not defined.**
- Figure 4. 8 Implementation teaching resources after adjusting .. **Error! Bookmark not defined.**
- Figure 4. 9 The rubric adapted from *Pelatihan Mandiri* feature. **Error! Bookmark not defined.**
- Figure 4. 10 The result of teacher performance in teaching English **Error! Bookmark not defined.**
- Figure 4. 11 The assessment applied from Pelatihan Mandiri feature **Error! Bookmark not defined.**
- Figure 4. 12 The student worksheet adapted from *Pelatihan Mandiri* feature **Error! Bookmark not defined.**

LIST OF APPENDICES

APPENDIX 1 GUIDANCE CARD	Error! Bookmark not defined.
APPENDIX 2 SURAT IZIN PENELITIAN	Error! Bookmark not defined.
APPENDIX 3 INTERVIEW GUIDELINE.....	Error! Bookmark not defined.
APPENDIX 4 INTERVIEW TRANSCRIPT	Error! Bookmark not defined.
APPENDIX 5 MODUL AJAR BAHASA INGGRIS KELAS VI	Error!
	Bookmark not defined.

CHAPTER I

INTRODUCTION

A. Background

The success of education, especially in the teaching process, plays a key role in ensuring that students receive instruction that truly supports their learning needs. For this to happen, teachers must not only have strong subject knowledge but also be skilled in how they teach. According to Fitriani (2022), teaching skills are a vital part of a teacher's role in improving student learning outcomes, particularly in elementary schools. When teachers are confident and capable in their teaching methods, they can present material more clearly and help students achieve their learning goals. Teaching English at the elementary level, however, comes with its own challenges. Young learners tend to respond better to lessons that are interactive, fun, and suited to their stage of development. That's why planning English lessons for primary students requires a thoughtful approach that takes into account how children learn best. As Syafriyadin (2020) points out, successful English instruction for young learners depends on creative and engaging activities that spark different kinds of learning. Similarly, Anggrarini (2019) stresses that an English teacher's ability to plan lessons, use appropriate media, and deliver content effectively is essential for helping students reach the intended learning outcomes.

Improving teacher quality is very important for making education better as a whole. This responsibility is not only for teachers, but also for the government and educational institutions. Everyone needs to work together to support teacher development. Activities like joining discussion groups, reading useful materials, and attending trainings or webinars can help teachers grow professionally. According to Laihad, Hidayat, and Harijanto (2023), one way to improve teacher quality is by holding effective training programs. These programs should focus on how participants react, how the training is done, what changes happen in teachers' behavior, and the results of the training. The government also plays an important role by investing in teacher education, improving school facilities, and updating the curriculum. When teachers receive the right training and support, they will be more ready to teach students the skills they need for today's world. In the end, this can help create a stronger and more effective education system in Indonesia.

The government's launch of the *Merdeka Mengajar* Platform as part of the Merdeka Curriculum is an important move to improve education in Indonesia. Sibuea et al. (2023) found that the curriculum has been working quite well, but teachers are expected to do more than just teach, they also need to inspire students and help them grow creatively. To do this, teachers must continue learning and improving, especially in using fun and student-friendly teaching methods like differentiated learning. The *Merdeka Mengajar* Platform supports this by giving teachers access to helpful tools and resources. Through this platform, teachers can find online training, inspiring videos, and other materials that help them build their skills and become better at teaching.

Although the *Merdeka Mengajar* Platform has many benefits, some challenges still exist. Problems like poor internet connection and technical issues can make it hard for some teachers to use the platform, especially those who are not used to use digital tools. Suryadi and Hidayati (2023) tried to solve this by giving coaching and training to help teachers who were unfamiliar with the platform. Similarly, Lidya, Elviana, Sainanda, and Setiawati (2023) found that many teachers have trouble using the platform regularly. This is often because some teaching materials are incomplete or cannot be directly used in class. Also, Triscova, Rahma, and Nurlillahi (2022) discovered that even though many teachers find the platform useful for understanding the Merdeka Curriculum, they still do not use all of its features. This shows that more support and improvements are needed so that teachers can fully benefit from the platform.

Several researches study about the utilization of *Merdeka Mengajar* Platform. (Suryadi & Hidayati 2023) focuses on the utilization of the *Merdeka Mengajar* Platform at SMP Muhammadiyah 5 Bandung in general, Budiarti (2022) examines the impact of the *Merdeka Mengajar* Platform (PMM) on the quality of mathematics learning in East Java, Triscova et al. (2022) investigates elementary teachers' perceptions of the *Merdeka Mengajar* Platform with a phenomenological approach, and Istiqomah et al. (2024) explores teachers' Perceptions of the *Merdeka Mengajar* Platform to responding to educational transformation in the digital era. Among all the research conducted, none has specifically addressed the experiences of an English language teacher. By focusing on a particular school and subject area,

this research is conducted to address existing gaps and contribute to knowledge by providing a more nuanced understanding of how the platform is being utilized and its use on English language teaching practices. Additionally, this research explores the English teacher's perception in integrating the platform into the teaching practice regarding three aspects to indicate perception according to Baron and Byrne (2006): Cognitive Components, Affective component, and Conative component.

In light of these considerations, this study aims to explore English teacher's perception in utilizing *Merdeka Mengajar* Platform on English Teaching at SDN 1 Loceret. By exploring English teacher's perceptions and experiences with the platform, this research seeks to provide valuable insights into the effectiveness of the initiative in improving English language education at the primary school level.

B. Scope of The Problem

This study is aimed at acknowledging the perception of the English teacher in utilizing *Merdeka Mengajar* Platform on English teaching and carried out in SDN 1 Loceret as primary school which has implemented English as lesson and selected as a *Sekolah Penggerak* in East Java. The study is limited by the aspects of perception stated by Baron and Byrne (2006) and those aspects of perception are: Cognitive Components, Affective component, and Conative component. *Merdeka Mengajar* Platform has such as Self Development features (including independent training, community, principal selection, competency reflection and Learning Management System), Teaching features (including Student Assessment, Teaching Resources, Learning Outcomes, Learning Objectives Flow, Class) and Inspiration features (including inspirational video, work portofolio, practical ideas). This study focuses on English teacher's perception in utilizing Independent Training (*Pelatihan Mandiri*) and Teaching Resources (*Perangkat Ajar*) features on *Merdeka Mengajar* Platform. This research defines English teaching as the process of planning, implementation, and assessment.

The decision to limit the scope of this study was made to ensure a focused and manageable exploration of the research objectives. By narrowing the study to the perception of English teacher and selecting specific features of the *Merdeka*

Mengajar platform, the research aims to provide a deeper and more detailed analysis of these core components. This focus also aligns with the practical constraints of time and resources, ensuring that the study remains feasible while getting meaningful insights. Furthermore, these features are chosen due to they are central to the professional development and instructional practices of teachers, making them highly relevant to understanding the use of the platform on English teaching.

C. Formulation of the Problem

- a. How is the cognitive perception of English teacher at SDN 1 Loceret regarding the *Merdeka Mengajar* platform on English teaching?
- b. How is the affective perception of English teacher at SDN 1 Loceret regarding the *Merdeka Mengajar* platform on English teaching?
- c. How is the conative perception of English teacher at SDN 1 Loceret regarding the *Merdeka Mengajar* platform on English teaching?

D. Objective of the Research

Based on the research problems above, the objectives of this research are:

- a. To know the cognitive perception of English teacher at SDN 1 Loceret regarding the *Merdeka Mengajar* platform on English teaching.
- b. To know the affective perception of English teacher at SDN 1 Loceret regarding the *Merdeka Mengajar* platform on English teaching.
- c. To know the conative perception of English teacher at SDN 1 Loceret regarding the *Merdeka Mengajar* platform on English.

E. Significance of the Research

- a. Government

To inform policy decisions and educational initiatives related to the *Merdeka Mengajar* platform and English language teaching practices.

- b. Teachers

To provide insights into the use of the *Merdeka Mengajar* platform on teaching practices, professional development, and overall teaching

experience. This knowledge can inform their instructional approaches and support their ongoing professional growth.

c. For Other Researchers

The result of the study will probably be used as the references for those who may be interested in similar topics or research areas. The findings, methodologies, and insights generated from this study can inform future research projects, literature reviews, and theoretical developments in the field.

F. Definition of Key Terms

Defining the terms used in research is essential. According to Singh et al. (2006), it is likely that not everyone shares the same understanding of the terms used in a study. A specific key term or a broad concept can have different meanings for different people across various cultures. This study employs several operational terms; therefore, it is important to define them clearly to avoid misunderstandings. The terms used in this research are taken from scientific works and references. Each key term is defined as follows:

a. *Merdeka Mengajar* Platform

The *Merdeka Mengajar* Platform is an educational platform launched as an application development that can support teachers in implementing the Independent Curriculum and provide teachers with the freedom and support to innovate in their teaching practices, fostering autonomy and flexibility in education (Circular Number 2093/B.B1/DV.06.03/2023 dated 26 April 2023) .

b. Perception

Perception is a process that begins with sensory perception, which involves receiving stimuli through the sensory organs, also known as the sensory process. There are three aspects to indicate perception: Cognitive Components, Affective component, and Conative component (Baron & Byrne 2006).

c. English Teaching

English teaching refers to the process of facilitating English language learning and requires competencies in pedagogy, including designing and implementing teaching strategies as well as evaluating learning outcomes (Indonesian Law Number 14 of 2005).

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