

CHAPTER II

LITERATURE REVIEW

This chapter consisted of the concept of perception, teachers perception, concept of Merdeka curriculum, concept of Merdeka Belajar Curriculum, and previous related study.

A. Theoretical Framework

1. The Concept of Perception

According to Suratno and Aydawati (2016) define perception as the process of perceiving something as a result of an individual's sensory response to a stimulus, with the result being an interpretation or identification of the perceived objects. Perception creates a unique meaning for perceived 14 objects by linking external stimuli with perceived objects based on each individual's experience. Suratno (2012) perception is a method of organizing and interpreting stimuli in order to give the perceived objects a new meaning. Because something is only considered right if it is also perceived as such, perception is closely linked to beliefs.

Angell (2015, P.122) states that perception is the consciousness of particular material things present to sense. So, the perception can be defined as the process of receipt of stimuli through the senses, which is preceded by the attention or awareness that the individual is able to determine, interpret, and appreciate about what is observed, how a person sees, views or defines something. Perception can be defined as people recognition and interpretation of sensory information.

Perception also includes how people respond the information. People can think of perception as a process where they take in sensory information from environment and use the information in order to interact with the environment. Perception allows people to take the sensory information in and make it into something meaningful.

Anggari (2018) said that perception was the process by which people translate sensory impressions into a coherent and unified view of the world around them. Though necessarily based on incomplete and unverified (or unreliable) information, perception was equated with reality for most practical purposes and guided human behavior in general (business dictionary). One of phenomena from perception is people heard what they want to hear and see what they want to see. Perception is beginning of behavior or act. As Langton (2010) said that, why perception was important because behavior is based on perception of what reality is, not on reality itself, the world as it is perceived is the world that is behaviorally important. It had concept that the students just hear what they want to hear and see what they want to see. So, the beginning from each problem began from how the people perception toward anything in this world. According to Kodariah (2016), Perception refers to how we try to understand the world around us by gathering information through our five sense organs.

There are several indicators contained in perception. as said by Walgito (2017) indicators that affect perception include the following:

- a. The level of understanding of objects that determines perception in the brain. This description will be interpreted in the form of understanding and mindset so as to form a perception of the events that occurred.

- b. An individual's assessment of an object related to this understanding is compared with the reality that occurs in the field so as to form an assessment that is formed subjectively, in other words perception is individualistic because judgments are individual and have differences from one another.
- c. External stimuli received by individuals from outside so as to form acceptance that determines perception. The stimulus is received by the five senses and gives an image or impression in the brain.

Based on the explanation above, it can be concluded that there are indicators in perception, namely the stimulus absorbed by the individual from outside himself, the individual's understanding of the object or phenomenon, and the individual's evaluation of the object.

2. Teachers Perception

Robbins in Diana (2019) states that, perception is a process taken by each individual to organize and interpret the impression of the senses you have to give meaning to the surrounding environment. Many factors can affect a perception, ranging from perpetrators of perception, perceived objects and the existing situation. The average personal characteristics that exist from the perception actors are mostly the more relevant attitudes, motivation, interests, expectations, and experiences of the past affecting a perception. The objects can be things, people, or events. On the other hand, the nature of an object can affect the perception of people who see it. The situation is the context of the object which includes things in the environment as well as time.

Teacher is a facilitator in classroom. Teacher plays a big role to guide and transfer knowledge to students. The knowledge cannot be well-transferred if the teacher does not understand the tool they used in the learning process. The teacher experience in teaching does matter as well here. When the teacher fail to transfer the knowledge, then the objectives and goals of the study cannot be achieved too. In contrast, teachers perception is a process taken by a teacher to organize and interpret the impression of the senses she/he has to give meaning to the surrounding environment. That is why the researcher wants to conduct this research in order to examine the teachers' perception toward the implementation of Merdeka Belajar curriculum in order to see how they are doing in the classroom using the new curriculum.

Chaplin (2018) explains that teacher perceptions can be defined as follows:

1. The process of knowing or recognizing objective objects and events with the help of the senses.
2. Awareness of organic processes
3. A group of sensations with added meaning derived from past experience.
4. Hindering or interfering variables stem from the ability of the organization to differentiate between incentives
5. Intuitive awareness of an immediate truth or an immediate belief about something

According to Nana (2000), in the theory says that "the concept of curriculum evolves in line with developments in educational theory and practice, as well varies

according to the flow or theory of education embraced it.” There are several indicators the teachers regarding perceptions of the curriculum include:

1) Teacher Understanding

Merdeka Belajar curriculum is policy released development Kemdikbud ristekdikti for student learning at school.

2) Reduction of Curriculum Content

Curriculum changes is a systemic change that can improve and restore learning. Curriculum determine the material taught in class. Besides that, curriculum also affects speed and method teaching methods that teachers use to meet their needs learners.

3) Constructivism Learning

In this case students will be able to interpret the inside information his mind, only in the context of experience and knowledge themselves, on their needs, backgrounds and interests.

4) Teachers Personal Experience

In the Merdeka curriculum, teacher can recognize the potential of students more deeply in use create relevant learning. Curriculum Merdeka also allows teachers to apply fun learning because it can be done through project-based learning.

5) Teacher Education Degree

Educational degree held by teachers certainly have an impact on the ability to think and react to things, just as when they are confronted on the Merdeka curriculum as one form improvement in the quality of learning which of course will positively support change and revitalization the curriculum.

3. Merdeka Curriculum

Merdeka Curriculum offers a curriculum structure that is more flexible and focuses on essential material so as to provide flexibility for teachers to teach according to the needs and characteristics of students. Merdeka curriculum also has a number of advantages compared to the previous curriculum, which are simpler, more in-depth, more independent, more relevant and interactive.

In line with this concept, teaching and learning activities in education units that implement the Independent Curriculum must pay attention to the principles contained in the Decree of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Framework of Learning Recovery.

- a. Learning is designed taking into account the current stages of development and achievement of students, according to learning needs, and reflects the characteristics and development of various students so that learning becomes meaningful and enjoyable
- b. Learning is designed and implemented to build capacity to become lifelong learners

- c. The learning process supports the development of competence and character of learners holistically
- d. Relevant learning, namely learning that is designed according to the context, environment and culture of students, and involves parents and the community as partners
- e. Learning is oriented towards a sustainable future.

The principles above should be applied both in teaching and learning activities in educational units. Schools have the authority to develop and manage curriculum and learning in accordance with the characteristics of educational units and students while still paying attention to these five principles.

According to Hadiansah (2022) there are 6 parts of the merdeka curriculum:

a. Launch of merdeka curriculum

In Merdeka Curriculum was launched by the Minister of Education and Culture in February 2022 as one of Merdeka Belajar programs to improve the quality of learning. The Merdeka curriculum focuses on essential material and on developing the character of the Pancasila Student Profile

b. Primacy of merdeka curriculum

Merdeka curriculum has the advantage of being more merdeka, more relevant and interactive and simpler, meaning that it focuses on essential material and the development of student competencies in its phases. Learning becomes deeper, meaningful, not rushed and fun.

c. Principles of design and mechanisms implementing of merdeka curriculum

The main basis for designing the Merdeka Curriculum is the Freedom to Learn philosophy which also underlies other educational policies, as stated in the Strategic Plan of the Ministry of Education and Culture for 2020-2024 (Permendikbud Number 22 of 2020). The Minister of Education and Culture indicates that Merdeka Belajar encourages paradigm shifts, including paradigms related to curriculum and learning. To produce a curriculum that is in line with the National Education Goals and the educational vision of the nation's founding fathers, the guiding principles in the curriculum design process are as follows:

- 1) Simple, easy to understand and implement
- 2) Focus on the competence and character of all students
- 3) Flexible
- 4) Aligned
- 5) Work together
- 6) Pay attention to the results of the review and feedback

d. Direction of change in merdeka curriculum

Merdeka curriculum is a curriculum with various intracurricular learning where the content will be more optimal so that students have enough time to explore concepts and reinforce competence. This curriculum is designed to create creativity as well as flexibility for teachers, adapting to the conditions of the educational unit.

e. The structure and framework of the merdeka curriculum

Free Learning Curriculum Framework Educators are facilitators in the process of achieving these goals. For this reason, an educator must have the ability to design learning, and carry out learning according to the characteristics of the students. When students become independent learners, the interaction between educators and students will change. Students will have the opportunity to take initiative, have a voice and ownership of the learning process and have the opportunity to provide feedback both to themselves, other students and to educators.

f. Fulfillment of workload and arrangement of teacher linearity

The main activity of carrying out learning or mentoring must fulfill at least 24 (twenty four) face-to-face hours per week and a maximum of 40 (forty) face-to-face hours per week. Additional task workload as project coordinator for strengthening Pancasila student profiles can be equivalent to 2 (two) hours of face-to-face meetings per 1 (one) study group each year to meet face-to-face hours of at least 24 (twenty four) face-to-face hours per week and at most 3 (three) study groups

4. The Concept of Merdeka Belajar Curriculum

The curriculum is one of the important elements in the implementation of learning at all levels of education (Siregar, 2021). This is in line with Ormond (2017) view that explains the curriculum as a set of guidelines designed into a curriculum consisting of principles, environments, and requirements consistent with the learning objectives to be achieved.

Merdeka Belajar Curriculum is a policy issued by Nadhiem Makarim as Minister of Education and Culture, according to Nadiem Makarim (2020) quoted by M. Badrus "Their learning is freedom of thought, freedom of autonomy is given

to elements of education which aims to provide space for students to develop potential in themselves. "The Minister of Education and Culture chose Merdeka Belajar as an initiative program that can create a fun and active learning atmosphere. Merdeka Belajar aims to make teachers, students and parents feel a happy atmosphere (Bayumie, 2022).

Merdeka Belajar Curriculum, namely a concept that is made so that students can explore their respective interests and talents (Maghfiroh & Sholeh, 2022). In a Merdeka Belajar Curriculum, students are no longer forced to study subjects that are not their main interest. Students can freely choose the material to be studied according to their respective interests (Simatupang & Yuhertiana, 2021). Therefore, a learning model is needed to support this Merdeka Belajar Curriculum implementation. One of the suitable learning models to implement this Merdeka Belajar Curriculum is the project based learning model. With the project, the focus of student learning is no longer solely to prepare for exam questions but can provide a meaningful learning experience for students (Mariyaningsih & Hidayati, 2018).

According to Badan Standar Nasional Pendidikan Merdeka Belajar (2022) is an approach taken so that students can choose the subjects they are interested in, it is intended that each student can bring out his abilities and be able to make the best contribution and students can work for the Indonesian nation. Triyudi (2020) said that Merdeka Belajar curriculum aims to maximize the teacher's role in the educational process. Through Merdeka Belajar, the Ministry of Education and Culture seeks to create a pleasant learning atmosphere for students and teachers. The essence of Merdeka Belajar is exploring the greatest potential of teachers and

students to innovate and improve the quality of Merdeka Belajar. Naufal (2021) argues that the concept of Merdeka Belajar programs is mainly related to constructivism learning, based on this perspective students gain knowledge as a result of the interaction of experiences and objects that they encounter while studying. The existence of Merdeka Belajar curriculum can revitalize the education system to build key competencies so that learning activities become fun. Merdeka Belajar curriculum forms a competency-based curriculum, focusing on soft skills and character development. According to Ramayulis (2012) "Merdeka Belajar curriculum can be used as a momentum for teachers and students to be able to innovate and be independent in improving the quality of education".

The concept of Merdeka Belajar is that teachers and students are among them subjects in the learning system, meaning that teachers are not used as sources of truth by students but teachers and students collaborate in directing and seeking the truth. In the learning process, the teacher's position in the classroom is not to instill or standardize truth according to the teacher, but the teacher explores the truth, reasoning and criticality of students in seeing the world and phenomena. The development of the internet and technology provides opportunities for Merdeka Belajar because advances in technology and the internet can hack the education system in Indonesia which is rigid or does not liberate. The concept of Merdeka Belajar has the same direction and goals as Jhon Dewey's progressive philosophy concept where both of them offer independence and flexibility to educational institutions to explore the potential of students to the fullest by adjusting the interests and talents of students with expectations. so that education in Indonesia

can become more advanced and qualified and in the future can have a direct positive impact on the progress of the nation and the state.

According to the Ministry of Education and Culture (2020), there are four main new policies in Indonesia, particularly in the field of education, which are as follows:

- a. The national exam (UN) will be replaced by a minimum competency assessment and character survey. This assessment emphasizes literacy and numerical reasoning skills based on the best practice of the PISA test. Unlike the National Exam which is carried out at the end of the education level, this assessment will be carried out in grades 4, 8 and 11.
- b. The National Standardized School Examination (USBN) will be held handed over to school. According to the Ministry of Education and Culture, schools are given independence in determining form of assessment, such as a portfolio, written work, or other forms of assignment.
- c. Simplification of the Learning Implementation Plan (RPP). According to Nadiem Makarim, it is enough to make a lesson plan one page only. Through simplification administration, it is hoped that the teacher's time will be consumed for the process of making administration can be transferred for learning activities and competency improvement.
- d. In accepting new students (PPDB), system extended zoning (excluding 3T areas). Subdivisions students who go through the affirmation and achievement pathways, given more opportunities from the system PPDB. Local government is given authority technically to define this zoning area.

According to the Ministry of Education and Culture (2020), Merdeka Belajar is necessary to change the child's mindset about the lesson. Jesson there are 2 mindset namely Fixed Mindset and Growth Mindset. The definition can be seen in the section below:

1. Fixed Mindset

The ability possessed by the Child is absolute and not can be changed, some are smart and stupid are measured only academic ability, genetically inherited intelligence, achievement is denoted by a number (grade).

2. Growth Mindset

Everyone has potential capacity. That potential can always be developed through the ability to think critically and creative on real problems supported by “lifelong learning capacity”. The form of the Fixed Mindset error that occurs including:

- a. Memorize a theory or concept.
- b. Learning is too deductive (only conveying theory & draft).
- c. Assessment that is too vertical (minus horizontal).
- d. Teacher Centered Learning is less able to produce children's learning motivation.
- e. Wrong description: Mathematics/science is difficult, social studies is difficult rote.
- f. Literacy skills have not been optimally trained since childhood.

In line with what was expressed by Baharudin, Ibnu Khaldun (2007) also considers that “education is not onlyis always the first activity untouched mind and

contemplation of aspects pragmatic at all, but formed from all conclusions born from the phenomena that exist in society and developments in the cultural cycle. So education must contain liberating characteristics, both from point of view of schools, educators, students and environment.

To identify implemented education independent and humanistic, education must have the characteristics that Baharudin defines as: Which of the following:

- a. It liberates, liberates what it means as a process of liberation from all shackles
- b. Formalistic which instead will print a generation not able to be critical of everything and unable creative in various situations.
- c. Including the spirit of taking sides, taking sides what is meant is education must be presented wholeheartedly, because education is all human rights
- d. Participatory principle, which requires existence synergy between schools, parents and also environment. It aims to be educational something relevant to what is needed students as well as a controller student development.
- e. Need-based curriculum, this point reinforce the previous point. However a good system will produce good output as well also.
- f. Uphold the principle of cooperation, the bottom line synergy between teachers and students to work together create fun learning.
- g. Evaluation focused on students, because learning can be said to be successful if the participants Students are positioned as subjects that must be continued continue to evaluate its progress. Confident, can not be denied

that confidence will be very supportive developing the potential of students in capacity individual and social.

5. Aspects of Merdeka Belajar Curriculum

Merdeka Belajar competence consists of 3 aspects namely commitment, independence and reflection. The three aspects are the same important, interrelated, reinforcing, and running simultaneously according to the stage of development and maturity of students.

a) Aspects of commitment to goals

The commitment aspect means that students are goal oriented and achievements. Students are enthusiastic to continue to develop themselves in various fields. Free man commitment learning is his perseverance on the way to the goal mean to him. Three important things that grow Merdeka Belajar commitment:

- 1) Able to understand the purpose of learning and the role of the teacher in teaching.
- 2) The ability to focus attention, relate to achievement of daily and long-term goals.
- 3) Ability to set priorities, even in the moment goals appear to be contradictory or not mutually exclusive related.

b) Aspects of independence

The independence aspect means that students are able to manage work priority. Students can determine which ways suitable for adaptive work. Independence is wrong one of the main goals of education. Therefore, there shouldn't be any none of the educators who create dependency. Student

independence and educator independence will also be mutually exclusive influence. Nine practices build self-reliance Study. Nine practices for building independent learning:

1. Avoid lecturing the child that only helpsthe child remembers in the short term, until the exam.
2. Ask the child for information and communicate thatthey experienced. This construction of understanding willuseful throughout life.
3. Understand children's abilities, give learning challenges (assignments, exercises, projects, etc.). Challenging, notoo hard, not too easy.
4. Create meaningful success experiences to children who will build children's self-confidence.
5. Involve children in setting learning goals, invite them the child monitors his progress in achieving the goal
6. Communicate that oversight is accepted, even expected. Don't be afraid to be wrong.
7. Give more feedback to children: give instructions, giving time without interruption, giving support, when the time is right.
8. Believe and believe that every child has independent learning from birth. Educator's task create an environment that supports nature that independence.
9. Develop class routines and positive interactions between each child. Child independence needs support from everyone in class

c) Reflection aspect

The reflection aspect means that students evaluate themselves, their strengths and limitations. Students understand things to improve and how to do it. Students are able to assess their achievements and progress. Reflection is one important dimension for independent learners. Fourth, the practice of cultivating the habit of reflection:

- 1) Vary the questions in the learning process. The right questions are the main facilitator at the start, during and after studying.
- 2) Documenting the process and learning outcomes as reflection media. Various forms of exercise such as keeping a journal, diaries, portfolios, wall magazines and photo albums, invite children not to just contemplate orally.
- 3) Engage students in practice authentic assessment with ample room for self-assessment.
- 3) Make time, including for non-activity structured. Reflection takes time, while a lot of us who still think education is over when the task has been completed.

6. Factors that Affect Teachers Perception of the Implementation of Merdeka Curriculum

According to Saputra and Hadi (2022), there are five that influence factors teacher perceptions in Merdeka Curriculum. This can be explained as following:

1. Teacher teaching experience

Teaching experience the teacher has a role which is very important in terms of building their perceptions of the Merdeka curriculum, the more experienced

the teacher is teaching then it will give a positive outlook regarding curriculum changes to improve the quality of education to be better.

2. Teacher educational background

The teacher's educational background also plays a role very important in terms of providing input on the perception of an Merdeka curriculum, the more educated a teacher, of course it will be has a positive implication on his perception of Merdeka curriculum.

3. Teacher training

The quality and quantity of the training followed by the teacher also gives effect significant in constructing the framework teacher's perception of Merdeka curriculum.

4. Teachers Personal Experience

The teachers personal experience also has an impact their understanding in looking at and interpreting the curriculum, increasingly diverse and varied experiences owned by the teacher, it will provide positive perception of the Merdeka curriculum.

5. Teacher education degree

The educational degree held by the teacher of course it has an impact on ability think and react to something, the same thing when they are exposed to Merdeka curriculum as a form of improvement quality of learning that of course will positively support change as well curriculum revitalization

7. Implementation of Merdeka Curriculum at SMP IT Fathona Baturaja OKU and SMP IT Tuncen Baturaja

After being launched in early 2013, the government has not yet made it mandatory for all schools to Merdeka Belajar Curriculum. This is related to differences in conditions and readiness of each school. For schools that are deemed capable, both in terms of infrastructure and human resources, it is hoped that they can implement this curriculum by registering on the website provided. There are three reasons why an education unit should choose the Independent Curriculum, as is the case with SMP IT Fathona Baturaja OKU and SMP IT Tuncen Baturaja, the results of observations by writer of the teachers who teach there explain the implementation of the Freedom to Learn policy encourages the role of the teacher both in curriculum development and in the learning process. Aside from being a source of learning, in Merdeka Belajar the teacher acts as a learning facilitator supported by professional, pedagogic, personality, and social competence. With these competencies the teacher can realize the implementation and objectives of implementing the Freedom to Learn policy. One of the problems that arose which at the same time encouraged the emergence of the Freedom to Learn policy was the busyness of teachers who were trapped in the administration of learning so that teachers were not optimal in carrying out the learning process in class.

The educational climate in Indonesia accepts that one of the teacher's duties is to prepare and organize learning administration in accordance with applicable regulations. The busyness of taking care of the administration of learning is part of the learning process. Teachers and schools are caught up in ways and

objectives which make education administration the main activity so as not to violate bureaucratic regulations, accreditation, grades and exams. Teachers and schools actually make educational administration the goal and priority of educational activities. The Free Learning Policy initiated by the government includes four main policies, namely: national standard school exams, national exams, learning implementation plans, and zoning admissions regulations.

First, the national standard school exam. This exam is administered by schools with the aim of assessing student competence, and is carried out in the form of written tests and/or other forms of assessment, such as portfolios and assignments. Second, the national exam: the national exam is replaced with a minimum skills assessment and character survey. The minimum proficiency assessment emphasizes aspects of literacy, numeracy. Literacy emphasizes understanding and using language, while numeracy emphasizes understanding and using mathematical concepts in real everyday life. The character survey emphasizes the application of values in everyday life. Third, the simplification of lesson plans: In essence, the format of lesson plans in Merdeka Learning contains three main components, namely objectives, learning activities and assessments; while other components can be developed independently. This policy is in accordance with circular letter number 14 of 2019 concerning simplification of learning implementation plans. Fourth, the zoning system for new student admissions: the zoning system for new student admissions is expanded or more flexible, namely 50 percent through zoning, 15 percent through affirmations, 5 percent through transfers, the rest is through achievement adjusted to regional conditions. Regions

have the authority to determine their zoning areas. Teachers have a very important role both in curriculum development and in its implementation. Likewise, teachers play a very important role in implementing the Free Learning policy. Teachers can contribute collaboratively and effectively work with school curriculum development to organize and structure learning materials, textbooks, and content. Teacher involvement in the curriculum development process is important to align curriculum content with the needs of students in the classroom. As an educator, teachers can understand student psychology, know about learning methods and strategies. The teacher also acts as an evaluator for assessing student learning outcomes. So, in curriculum development, teachers need to have qualities such as planners, designers, managers, evaluators, researchers, decision makers and administrators. Teachers can play these roles at every stage of the curriculum development process.

The teacher of SMP IT Fathona Baturaja OKU and SMP IT Tuncen Baturaja said :

“As Grade 7 teachers at SMP IT Fathona Baturaja OKU and SMP IT Tuncen Baturaja, we are taking steps to develop the Freedom to Learn policy. Among other things, formulating specific learning objectives in accordance with curriculum objectives and the characteristics of subjects and students as well as class conditions, then designing learning processes that can effectively help students achieve the learning objectives or competencies that have been set. Besides carrying out the learning process as curriculum implementation, carrying out evaluation of learning processes and outcomes, as well as carrying out evaluations of the interactions of curriculum components that have been implemented. From experience, innovations in Merdeka Belajar for junior high school students are very diverse, ranging from learning models provided by class teachers, through games, through activities in the surrounding environment and others. Through the application of this learning innovation, it is expected that students can better understand each material provided. Merdeka Belajar for students is very influential on existing learning, especially by using theme-based learning. Where in one theme there are several lessons that will later be related to one subject to another, and

thus learning makes it easier for students to quickly understand and be able to link learning that takes place with everyday life. Some of the efforts that we make in developing students' innovation abilities are that learning is carried out using real experiences, learning content is designed according to the characteristics and needs of students, assessment of student learning outcomes is carried out in a formative manner as a diagnosis of lifelong learning, teachers function as facilitators who encourage freedom and diversity perception to enrich students' knowledge “

B. Previous Related Study

In conducting this research, the authors used relevant previous research to help perfect this research. The first study entitled "Teacher Perceptions of Social Science Studies in the Implementation of the Merdeka Belajar Curriculum at Public Junior High Schools in Tanjung Kemuning District, Kaur Regency" was conducted by Wingsi Anggila (2022) who is an English language education student at UIN Fatmawati Sukarno. The research was conducted at State Junior High Schools in Tanjung Kemuning District, Kaur Regency with the aim of describing teacher planning social Studies Field of Study in the Implementation of the Merdeka Belajar Curriculum at Public Middle School in Tanjung Kemuning District, Kaur Regency. The research conducted by Wingsi Anggila (2022) has similarities with this research, namely the same discuss about teacher perception and Merdeka Belajar Curriculum, besides it's also kind study which used the same method a the research descriptive qualitative. The differences are location of the research and data collection techniques.

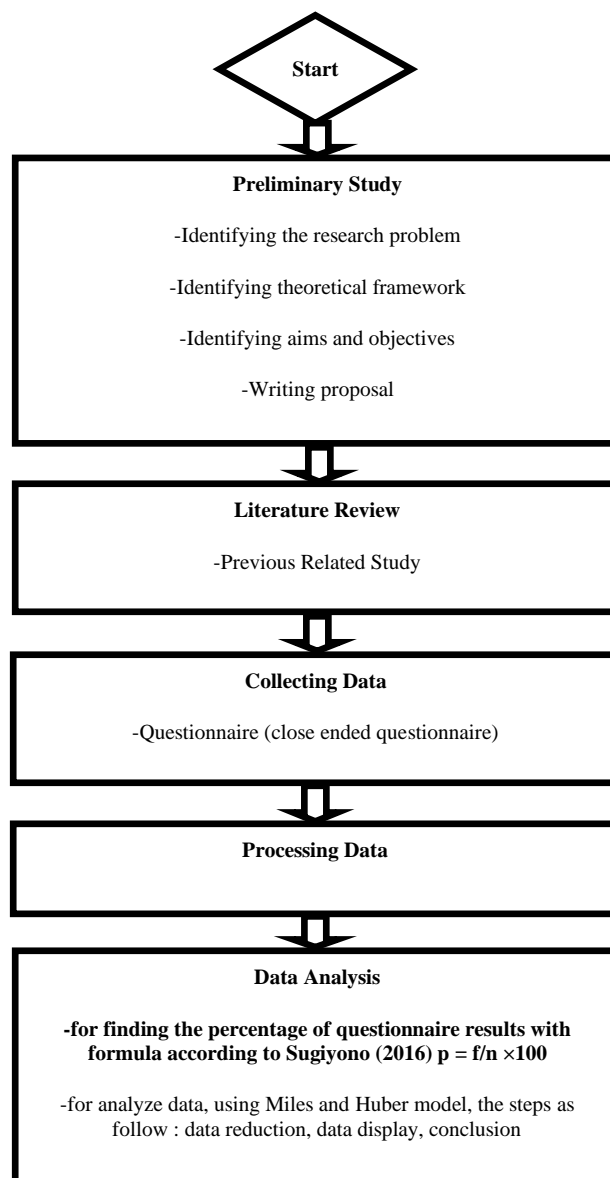
The second study written by Diana (2019), this research is entitled "English Teachers' Perceptions of the Implementation of the 2013 Curriculum (Studies in High Schools in Bireuen)". This research was conducted at SMAN 1 and MAN 2 Bireuen with the aim of knowing and understanding the teacher's perceptions,

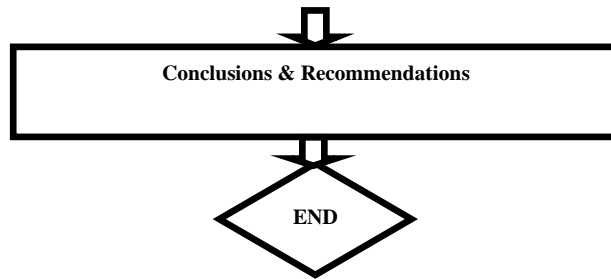
problems, strengths and weaknesses and expectations regarding the implementation of the 2013 curriculum. This study used a qualitative approach. The population and sample of this study were two English teachers and Curriculum Deputy for SMA 1 and MAN 2 Bireuen. Research conducted by Diana (2019) has similarities with this study in that both discuss teacher perceptions in implementing the curriculum. The difference is in the curriculum and previous research examining 2 schools.

The third research by Ekawati (2021) with the title "Implementation of the Merdeka Belajar Curriculum of the experiences of English teachers in high school Lab schools in Indonesia". The results of previous research show that schools apply Merdeka Belajar Curriculum only in class X. Classes XI and XII still apply Curriculum 13. Research conducted by Ekawati (2022) has similarities in discussing the implementation of Merdeka Belajar Curriculum. The difference is in the case study of the experience of English teachers.

C. Flowchart Research Methodology

According to Agusvianto (2017), flowchart is a diagram that describes a flow or procedure of a system in a reasonable way. Flowcharts work as a communication tool, information is divided into more parts small to solve a problem. Basic in drawing flowchart is input-output, operation process, process sequence connecting line, as well as descriptive information. In general, how to read a flowchart starting from top to bottom or from left to right. This methodology describes each step of the activity incarried out by researchers to complete the research illustrated in the following flowchart form:





Picture 3.1 Flowchart Research "Teachers Perception of the Implementation of Merdeka Curriculum at SMP IT Fathona Baturaja OKU and SMP IT Tuncen Baturaja".