

## **CHAPTER III**

### **METHOD AND PROCEDURE**

This chapter consisted of Method of Study, operational definition, variables, population and sample, validity and reliability of the test, technique for collecting data, and technique for analyzing data.

#### **A. Method of Study**

In this study, the researcher used descriptive quantitative research. Descriptive study is defined as a study method that describes the characteristic of the population or phenomenon that is being studied (Hardani et al., 2020) This methodology focuses more on the “what” of the study subject rather than the “why” of the study subject. Besides, Creswell (2018, p. 376) stated that survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviour, or characteristics of the population. And descriptive research is concerned with how, what is or what exists is related to some preceding event that has influenced or affected a present condition or event (Best, cited in Cohen, 2015, p. 169). Based on the statements above, it can be seen that descriptive research is a research design where the researcher surveys the people to describe the attitudes, opinions, behaviour, or characteristics that concerns with the problem exist recently. In addition according to Bungin (2013) descriptive quantitative research method aims to explain in detail a phenomenon by using numbers that describe

the characteristic of the subject under research. In this research, there was one variable.

## **B. Operational Definition**

This research is entitled Teachers Perception of the Implementation Merdeka Curriculum at SMP IT Fathona Baturaja OKU and SMP IT Tuncen Baturaja, while operational explanations include the following:

### **a. Teacher Perception**

. Teacher perception is a process of how the teacher selects, organizes and interprets existing information inputs and experiences and then discloses them to create a meaningful overall picture.

### **b. Merdeka Belajar Curriculum**

Merdeka Belajar is a curriculum designed by the Minister of Education and Culture with the aim of providing fun and non-burdensome learning where students have the freedom to choose how to learn, learn with what they are interested in, and the teacher is no longer a facilitator but as a mediator.

### **c. Implementation**

Implementation is the activity of distributing the output of a policy carried out by an executor (to convey the policy) to the target group in an effort to achieve the policy.

## C. Population and Sample

### 1. Population

In statistics, the population is a collection of data that has the same characteristics and becomes the object of inference. Inference statistics is based on two basic concepts, the population as a whole data, both real and imaginary, and the sample as a part of the population that is used to make inferences of the population from which it originates. Sugiyono (2017, P.117) said that the population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics that are applied by research to study and then draw conclusion. In this study, the population was all teachers at SMP IT Fathona and SMP IT Tuncen Baturaja OKU.

**Tabel 3.1. Total of Population**

<b>Teachers</b>	<b>Number</b>
SMP IT Fathona Baturaja	10
SMP IT Tuncen Baturaja	11
Total	21

*Source : SMP IT Fathona Baturaja OKU and SMP IT Tuncen Baturaja*

### 2. Sample

According to Sugiyono (2018, P.131) the sample is part of the number and characteristics possessed by the population. Arikunto (2002, P.112) argues if the population of the study are less than 100 in number, the researcher had better taken all of them. If the population are more 20 than 100 number, the researcher can taken around 10 %-15% or 20%-25% or 50 % of them. It means that if the total population is more than

100, the researcher is not available to analysis all the data. Thus, the researcher used total sampling to collect the data sample. According to Sugiyono (2007, P.124) the total sampling is a technique to collect the data which is the total number sample is similar with the total population since the total of teachers at SMP IT Fathona and SMP IT Tuncen Baturaja OKU were 21 students and it was less than 100 in number, the researcher selected all the population became the sample of this study. Thus, the total of population became the representative students and filled the questionnaires. The total sample of this research as seen in table 3.2.

**Tabel 3.2. Total of Sample**

No	Name of the School	Name of the Teacher	Subject
1.	SMP IT Fathona Baturaja OKU and SMP IT Tuncen Baturaja	M. Hafizh Abdullah, SP.	Head Master, ICB
2.		Aset Sugiana, M.Pd	Deputy Head of Student Affairs (Wakasis), PAI
3.		Dindang Nurohman, M.Pd	Bahasa Indonesia, PKN
4.		Mike Meiserly, A.Md.	Bahasa Inggris, IPS
5.		Desinta Jaya Ardina, S.Pd	Matematika
6.		Farralia Ramadhani, S.Pd	TIK
7.		Agung Wicaksono, S.P	PJOK, IPA
8.		Dwi Indah Aprina, S.Pd	Bahasa Arab
9.		Rahmi Mardalena, S.Pd	Tahsin
10.		Jelia Nopilitawati, S.Pd	Seni Budaya
11.	SMP IT Fathona Baturaja OKU and SMP IT Tuncen Baturaja	Della Rahmawati, S.Pd	IPA
12.		Selpin, S.Pd	Bahasa Arab
13.		Anggun Primadani, S.Pd	Bahasa Indonesia
14.		Iskandar, S.Pd	PJOK
15.		Adiansyah, S.Pd	Matematika
16.		Ajeng Ratika, S.Pd	PAI
17.		Heru Riyanto, S.Pd	Bahasa Inggris
18.		Haidar, S.Pd	Bahasa Arab
19.		Desty Anggraeni, S.Pd	IPA
20.		Rezky Handayani, S.Pd	Matematika
21.		Dewynta, S.Pd	Bahasa Inggris

*Source : SMP IT Fathona Baturaja OKU and SMP IT Tuncen Baturaja*

### **E. Technique For Collecting Data**

The writer used a questionnaire to collect data. The types of questions used by the writer was closed questions. This limited the respondents' answers to the survey. This can help respondents to answer quickly and also makes it the easiest way for researchers to analyze data collection. There are multiple options for answering a closed questionnaire such as yes/no, true/false, or multiple choice with an option for "other" to fill in, or a rating scale such as strongly agree, agree, undecided, disagree, strongly disagree. In this study, research used a closed questionnaire. It's about the learning style questionnaire.

The research used questionnaire to determine the teachers perception of the implementation Merdeka curriculum. To measure the validity of the questionnaire instrument in this study. The writer validated the instrument to the lecturer as a validator. Therefore, validation is carry out before the questionnaire is used as an instrument to collect data. The questionnaire consists of 15 statements with marks such as Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) which correspond to the teacher's answers. Furthermore, from the data from the questionnaire results, the average result is calculated to measure teacher perception of the implementation of the Merdeka curriculum . Then it is described, meaning that it describes the results of the questionnaire in more detail and clearly narration. The following was the specification of Teachers Perception of Merdeka Curriculum at SMP IT Fathona Baturaja OKU and SMP IT Tuncen Baturaja.

**Tabel 3.3. Specification of the Questionnaire**

Variabel	Indicator	Description	Item Number	Total
Teachers perception of merdeka curriculum at SMP IT Fathona Baturaja OKU and SMP IT Tuncen Baturaja	Launch of Merdeka Curriculum	With the launch of the merdeka curriculum, the curriculum structure is more flexible	1,2,3	3
		Provides flexibility for educators to use a variety of teaching tools according to the needs and characteristics of students		
		Educators gain independence in teaching and develop more effective and innovative administration		
	Primacy of Merdeka Curriculum	The learning system becomes deeper, meaningful, less rushed and more enjoyable	4,5,6	3
		Teachers can teach according to the stages of achievement and development of students		
		Project-based learning provides broad opportunities for students to actively explore learning issues		
	Principles of design and Mechanism Implementation of Merdeka Curriculum (IKM)	Strengthen the independence of educators as controllers in the learning process	7,8,9	3
		Letting go of control standards that are too binding and demand a homogeneous learning process in all educational units in Indonesia		
		Strengthen student agency or the rights and abilities of students to determine their learning process according to their abilities		

	Direction of Change in Merdeka Curriculum	Learning outside of project-based subjects Strengthening Pancasila Student Profiles	10,11	2
		Focus on competencies and essential materials		
	The Structure and Framework of Merdeka Curriculum	The curriculum structure and learning principles set by the government are very general and abstract so that educational units have a lot of flexibility to develop them.	12,13	2
		The curriculum framework set by the government seeks to be minimal and more guiding than precise		
	Fulfillment of Workload and Arrangement of Teacher Linearity	To Plan, implement and assess the results of learning or mentoring	14,15	2
		Guiding/training students, carrying out additional tasks and carrying out main tasks		
<b>Total</b>			15	

*Source: Hadiansah (2022)*

### **F. Technique for Analyzing Data**

According to Creswell (2018), the data analysis process involves understanding text and image data. This involves preparing the data for analysis performing different analyses, moving deeper and deeper to understand the data, representing the data, and making interpretations of the big meaning of the data. To find out how the teachers perception of Merdeka curriculum at SMP IT Fathona Baturaja OKU and SMP IT Tuncen Baturaja and teachers perception of the concept

of Merdeka Belajar at SMP IT Fathona Baturaja OKU and SMP IT Tuncen Baturaja the researcher used a questionnaire percentage to find the questionnaire text.

For analysis the research, the researcher used likert scale. According to Nemoto (2014) Likert scale is a psychometric scale that has multiple categories from which respondents choose to indicate their opinions, attitudes, or feelings about a particular issue. Four points are desirable for young respondents and for respondents with low motivation to complete the questionnaire because 4 point scales are easy to understand and they require less effort to answer. Its can see in the table bellow :

**Table 3.4. Scale of Questionnaire**

No	Likert Scale	Caregory
1	1	Strongly Disagree
2	2	Disagree
3	3	Agree
4	4	Strongly Agree

*Source: Nemoto (2014)*

The formula for finding the percentage of questionnaire results with formula according to Sugiyono (2016) :

$$P = \frac{f}{n} \times 100$$

P = percentage

F = frequency of each questionnaire answer

N = number of respondents

The results



This formulation will be carried out in steps based on the opinion of Sugiyono (2020: 19), namely as follows.

- 1) The percentages for scores or questionnaire criteria items

$$\frac{f \times \text{Skor}}{\text{Sampel} \times \text{Skor}} \times 100\%$$

- 2) Total score of each item

$$\frac{\text{Total Frequency}}{\text{Sample} \times \text{Score}} \times 100\%$$

To determine the percentage in the Implementation of Merdeka curriculum, the researcher used percentage calculations. These criteria can be seen in the following table.

**Tabel 3.5. Implementation Category**

Interval	Scale		Category
	1-4	D-4	
86-100	4	4	Very good
76-85	3	3	Good
56-74	2	2	Fair
10-55	1	1	Enough

*(Nurgiyantoro, 2016:253)*