

**TEACHERS' PERCEPTIONS OF
TEACHING ENGLISH IN ELEMENTARY SCHOOL
IN THE MERDEKA CURRICULUM**



A THESIS

Submitted to the English Language Education Study Program
as a Partial Fulfillment of the Requirements for the S.Pd. Degree

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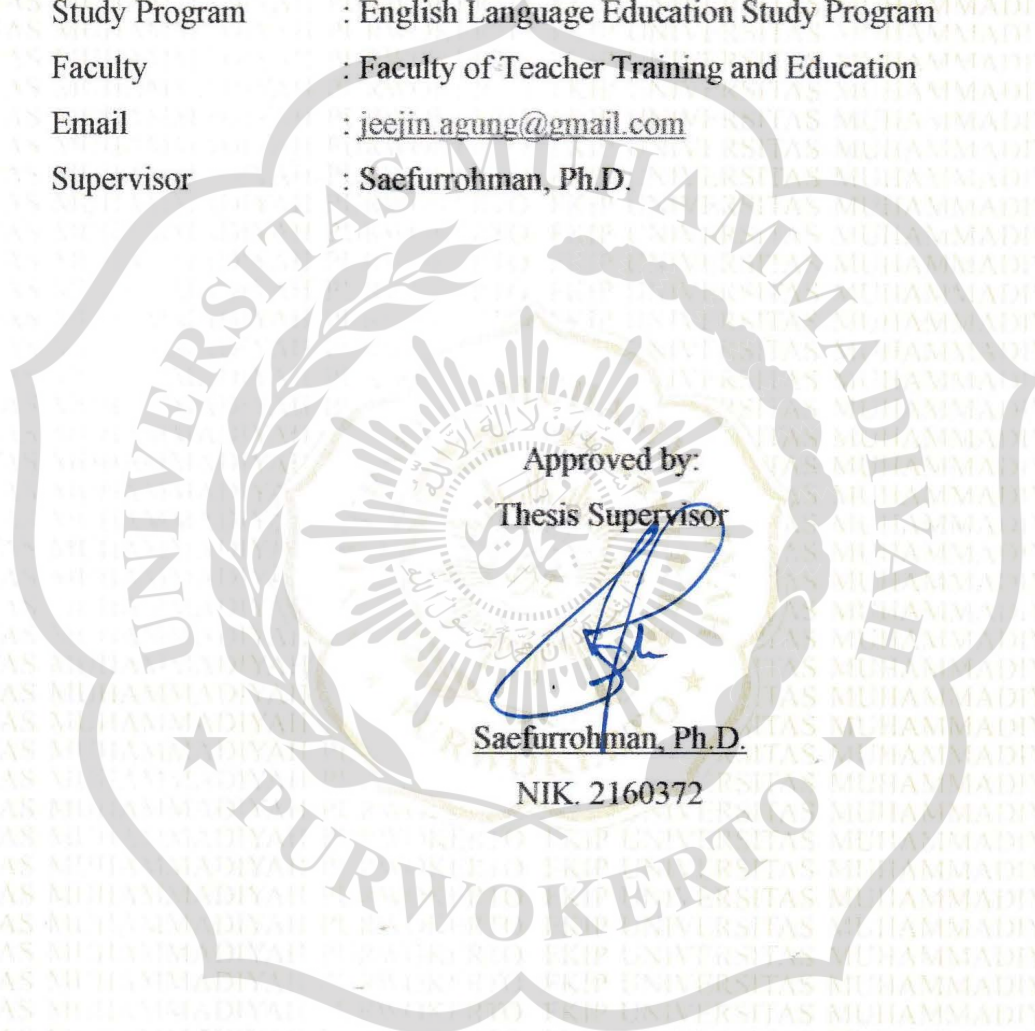
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MOTTO

“Take the shot or Lose the chance”

Samira



DEDICATION

This research is dedicated to my beloved family and friends who always pray for my success, support me with everything they have, and make me feel looked after. I could not have succeeded in this research if it were not because of their presence.



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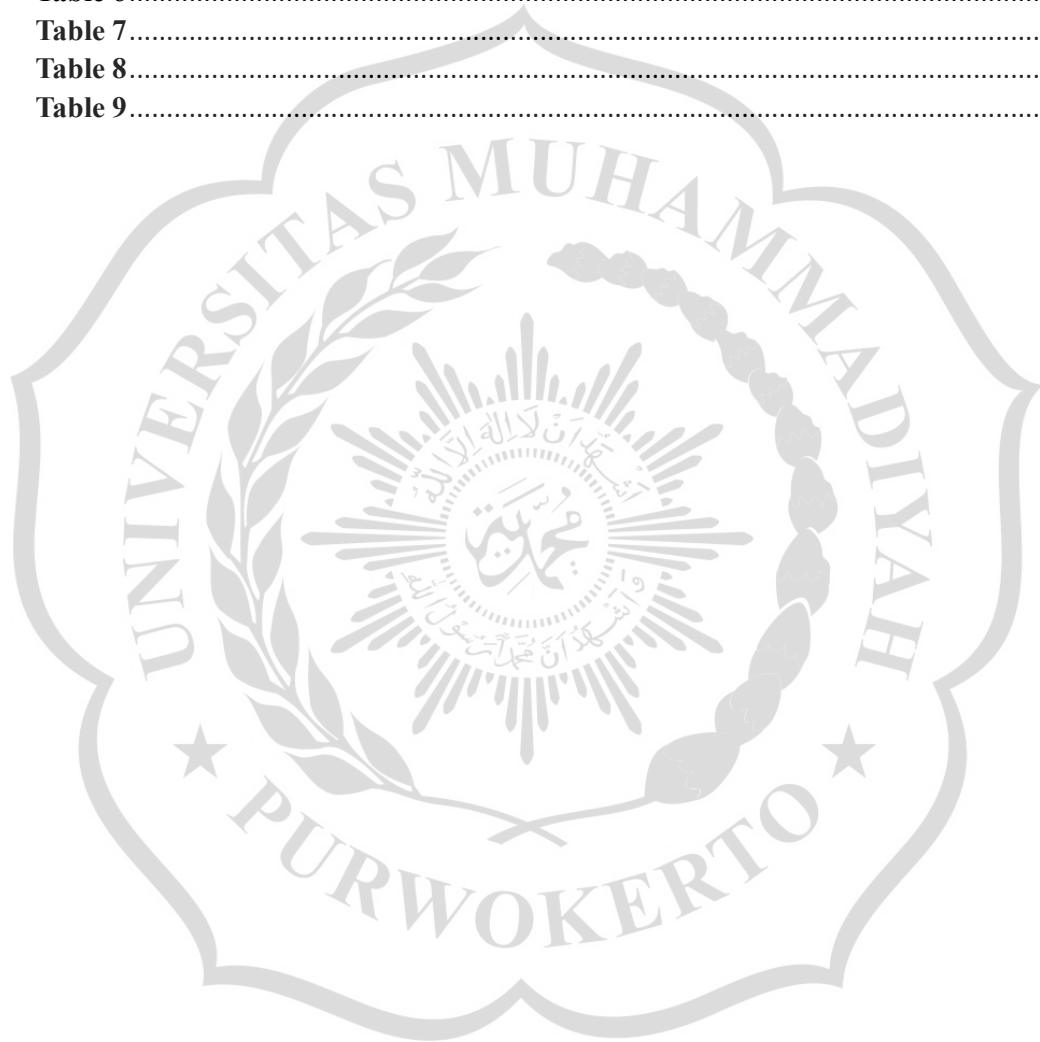
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ABSTRACT

Indonesia has changed its current education curriculum to the Merdeka Curriculum. This change resulted in English subjects that were previously removed from elementary schools being reinstated in the 2013 curriculum. This study aimed to find teachers' perceptions of teaching English in elementary schools in the Merdeka Curriculum. This research was conducted using a quantitative approach. Sixty-nine elementary school teachers in one of the sub-districts in Purbalingga participated in this study. The data were collected using a survey that was adapted from Septian & Zuwirna (2023) and shared through Google Forms. Teachers agreed upon the current learning objectives for the English subject in primary school. Furthermore, teachers concur that teaching models like Project-Based Learning, Problem-Based Learning, and Discovery Learning can be used to teach English in elementary schools. Teachers, on the other hand, concur that learning materials are prepared enough and that textbooks are preferable to student worksheets. Teachers also agreed according to the assessment of English subjects in this curriculum. On the other hand, teachers gave mixed responses to the policy in this curriculum. Overall, teachers agreed to the teaching English in elementary schools in the Merdeka Curriculum due to the result of the calculation for perception criteria is 72.16%.

Keywords: *Merdeka Curriculum, teaching English, elementary school*