

**THE IMPLEMENTATION OF LEARNING STAGES
DEVELOPMENT IN THE MERDEKA BELAJAR
CURRICULUM FOR TEACHING READING
COMPREHENSION**



A Thesis

*Submitted to the English Educational Department of State Islamic
University Syekh Ali Hasan Ahmad Addary Padangsidempuan as a
Partial Fulfillment of the Requirement for the
Graduate Degree of Education (S.Pd)*

Written By:

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**TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2025

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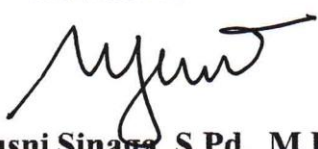
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ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH AND TEACHERS TRAINING FACULTY
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2025

LETTER OF AGREEMENT

Term: Thesis

Padangsidempuan, Juni 2025

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to:

Dekan Tarbiyah and Teacher Training
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Assalamu'alaikum Warahmatullahi Wabarakatuh,

After reading, studying and giving advice for necessary revise on thesis belongs to *Anisah Nurwani Hsb* entitled "*The Implementation of Learning Stages Development in The Merdeka Belajar Curriculum For Teaching Reading Comprehension*", the researcher assume that the thesis has been acceptable to complete the requirement to fulfill the degree of Islamic Educational Scholar (S.Pd) in English Department, Tarbiyah and Teacher Training Faculty, in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.


Thank you

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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ABSTRACT

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Thesis Title : The implementation of Learning Stages Development in The Merdeka Belajar Curriculum For Teaching Reading Comprehension

This research aims to analyze the implementation of learning stages development in the Merdeka Belajar Curriculum for teaching reading comprehension at the tenth-grade level. The study employs a qualitative design with a document analysis approach. The data source is an English teaching module entitled “*Modul Ajar Berdiferensiasi Bahasa Inggris: Procedure Text*” for Grade X, which was developed based on the Merdeka Belajar Curriculum. The analysis focuses on identifying and describing the sequence and characteristics of the learning stages presented in the module. The findings show that the learning stages in the module are organized into three main parts: pre-activity, main activity, and post-activity. In the pre-activity, the teacher’s learning stages are developed to prepare students for learning by greeting them, motivating them, activating prior knowledge, and introducing the reading context. In the main activity, the learning stages are developed through exploration, guiding students to identify main ideas, discuss key information, analyze the text, and engage in group work using differentiated tasks. In the post-activity, the stages are developed to lead students to reflect on their learning, summarize the material, address difficulties, and connect the reading with real-life application. Overall, the development of these learning stages reflects the principles of the Merdeka Belajar Curriculum, particularly student-centered learning, differentiation, and the use of discovery learning steps, so that the stages form a coherent instructional flow that effectively supports students’ reading comprehension.

Keywords: *learning stages development, Merdeka Belajar Curriculum, reading comprehension*

ABSTRAK

Nama : Anisah Nurwani Hsb
NIM : 2120300002
Judul Skripsi : Implementasi Pengembangan Tahapan Pembelajaran dalam Kurikulum Merdeka untuk Pengajaran Membaca Pemahaman

Penelitian ini bertujuan untuk menganalisis pengembangan tahapan pembelajaran dalam Kurikulum Merdeka pada pembelajaran kemampuan membaca pemahaman di kelas X. Penelitian ini menggunakan desain kualitatif dengan pendekatan analisis dokumen. Sumber data penelitian adalah modul ajar Bahasa Inggris berjudul "*Modul Ajar Berdiferensiasi Bahasa Inggris: Procedure Text*" untuk kelas X yang disusun berdasarkan Kurikulum Merdeka. Analisis difokuskan pada identifikasi dan deskripsi urutan serta karakteristik tahapan pembelajaran yang disajikan di dalam modul. Hasil penelitian menunjukkan bahwa tahapan pembelajaran dalam modul disusun ke dalam tiga bagian utama, yaitu kegiatan pendahuluan, kegiatan inti, dan kegiatan penutup. Pada kegiatan pendahuluan, tahapan pembelajaran dikembangkan untuk mempersiapkan peserta didik melalui kegiatan memberi salam, memotivasi, mengaktivasi pengetahuan awal, dan memperkenalkan konteks bacaan. Pada kegiatan inti, tahapan pembelajaran dikembangkan melalui kegiatan eksplorasi, membimbing peserta didik mengidentifikasi gagasan utama, mendiskusikan informasi penting, menganalisis teks, dan melakukan kerja kelompok dengan tugas yang berdiferensiasi. Pada kegiatan penutup, tahapan pembelajaran dikembangkan untuk mengajak peserta didik merefleksikan pembelajaran, menyimpulkan materi, mengatasi kesulitan, serta mengaitkan bacaan dengan penerapan dalam kehidupan sehari-hari. Secara keseluruhan, pengembangan tahapan pembelajaran tersebut mencerminkan prinsip Kurikulum Merdeka, khususnya pembelajaran berpusat pada peserta didik, diferensiasi, dan penggunaan langkah-langkah *discovery learning*, sehingga membentuk alur pembelajaran yang koheren dan mendukung kemampuan membaca pemahaman peserta didik secara efektif.

Kata kunci: pengembangan tahapan pembelajaran, Kurikulum Merdeka, kemampuan membaca pemahaman

الاسم: أنيسة نورواني حسيب الملخص
الرقم الجامعي: ٢١٢٠٣٠٠٠٠٢
عنوان البحث: تنفيذ تطوير مراحل التعلّم في منهج «ميرديكا» لتعليم مهارة الفهم القرائي

الملخص

يهدف هذا البحث إلى تحليل تطوير مراحل التعلّم في منهج «ميرديكا» في تعليم مهارة الفهم القرائي لدى طلبة الصف العاشر، وذلك باستخدام المنهج النوعي بأسلوب تحليل الوثائق من خلال دراسة دليل تعليم اللغة الإنجليزية الموسوم بـ «دليل تعليم اللغة الإنجليزية المتميز: النص الإجمالي» للصف العاشر الذي أعد استناداً إلى منهج «ميرديكا». ارتكز التحليل على تحديد ترتيب مراحل التعلّم وخصائصها كما عُرضت في الدليل، حيث أظهرت نتائج البحث أنّ مراحل التعلّم نُظمت في ثلاثة أقسام رئيسية، هي: الأنشطة التمهيديّة، والأنشطة الرئيسيّة، والأنشطة الختامية. في الأنشطة التمهيديّة، طُوّرت مراحل التعلّم لتهيئة الطلبة عبر إلقاء التحية، وإثارة الدافعية، وتنشيط المعارف السابقة، وتقديم سياق النص القرائي. أمّا في الأنشطة الرئيسيّة، فقد شملت المراحل أنشطة الاستكشاف، وإرشاد الطلبة إلى تحديد الفكرة الرئيسيّة، ومناقشة المعلومات المهمّة، وتحليل النص، والعمل في مجموعات من خلال مهام متميزة. وفي الأنشطة الختامية، ركّزت المراحل على توجيه الطلبة إلى تأمل عملية التعلّم، واستخلاص خلاصة المادة، ومعالجة الصعوبات، وربط النص القرائي بتطبيقاته في الحياة اليومية. وتبيّن بوجه عام أنّ تطوير مراحل التعلّم في هذا الدليل يجسّد مبادئ منهج «ميرديكا»، خاصة في جانب التعلّم المرتكز على الطالب، والتعليم المتميز، وتوظيف خطوات التعلّم بالاستكشاف، بما يساهم في بناء تسلسل تعلّمي متماسك يدعم تنمية مهارة الفهم القرائي لدى الطلبة بصورة

الكلمات المفتاحية: تطوير مراحل التعلّم، منهج «ميرديكا»، مهارة الفهم القرائي

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Padangsidimpuan, Desember 2025

Researcher

Anisah Nurwani Hsb

2120300002

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CHAPTER I

INTRODUCTION

A. Background of the Problem

There has been a learning issue in Indonesian education for a long time, and the Covid-19 pandemic has made the situation worse. Then, in 2022, the state introduced the Merdeka curriculum as a way to assess the prior curriculum. Specifically, curriculum 13. *The Merdeka Belajar Curriculum*, according to Kemendikbudristek, was introduced to bring education up to speed during the COVID-19 pandemic.

The term "*merdeka*" in the Merdeka curriculum refers to Ki Hajar Dewantara's belief¹ that education can lead to human freedom. One It means that learning must enable students to become self-sufficient. individuals: possess the capacity to live freely, maintain their independence, and carefully manage their life without external pressure. Curriculum is an important aspect of education that is always experienced changes according to the times. Independent Curriculum is one of the programs Merdeka Belajar which will be implemented in the new academic year 2021/2022 for 2500 Driving Schools spread across 34 provinces and 111 districts or cities.² Ministry of Education, Culture, Research and Technology in 2021, launching a Prototype Curriculum which is planned as a replacement

¹ Stuart Mannix Foster dan Alistair Welsh, "A 'New Normal' of Code-Switching: Covid-19, the Indonesian Media and Language Change," *Indonesian Journal of Applied Linguistics* Vol. 11 No. 1 (2021): p. 202.

² Sucik Rahayu dkk., "Hambatan Guru Sekolah Dasar Dalam Melaksanakan Kurikulum Sekolah Penggerak Dari Sisi Manajemen Waktu Dan Ruang Di Era Pandemi Covid-19," *Jurnal Pendidikan Tambusai* Vol. 5 No. 3 (2021): p. 5760.

2013. Curriculum. Prototype Curriculum implemented in the form of a Curriculum Driving Schools run in 374 Senior High Schools (SMA) in Indonesia. On February 11 2022, the Mobilization School Curriculum officially changed its name become the Independent Curriculum. Minister of Education, Culture, Research and Technology explained that the government released the Independent Learning program called Curriculum Merdeka and the Merdeka Teaching Platform were previously tested at 2.500.

Schools designated as *Sekolah Penggerak* are required to implement the new curriculum, known as the Merdeka Curriculum.³ The Merdeka Curriculum emphasizes essential learning materials and avoids overly dense content. According to the Ministry of Education, Culture, Research, and Technology, the core purpose of the Merdeka Curriculum is to provide opportunities for every student to develop their character and competencies. It also enables students to discover their own learning paths.

In implementing the Merdeka Belajar curriculum, teachers must understand the Learning Objectives Progression (ATP), Teaching Module (MA), Project Modules, to evaluating student progress. This demonstrates the crucial role teachers play in accomplishing national education objectives through their instructional and educational efforts. Thus, it is vital to concentrate on cultivating teachers' potential as professionals with moral principles, adherence to rules, a sense of professionalism, and competence. Another crucial factor in facilitating the implementation of the Merdeka Belajar Curriculum is the educational institution,

³ Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi., *Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran* (Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022).

particularly the principal. The curriculum places students at the center of the learning process, also known as the "Student Center".⁴ They are regarded as the cornerstone of education and, as such, constitute the main focus of the learning process. To foster their skills, interests, and potential in English, they require aides, including teachers, principals, and staff.

The Ministry of Education, Culture, Research and Technology launched the Merdeka Belajar curriculum in 2022. The curriculum aims to increase flexibility and autonomy for both teachers and students, allowing them to tailor learning activities to their specific needs and environments. The Merdeka Belajar curriculum places considerable emphasis on bolstering the character development and soft skills of Indonesian students via projects designed to enhance their profile as Pancasila learners. Pancasila learners are required to demonstrate six profile dimensions, namely religious, nationalist, independent, collaborative, possessing integrity, and adaptive.

Teaching reading skills is one of several language skills taught at the junior high school level, with the aim of developing comprehension not only of text content, but also pronunciation and intonation. The ability to understand reading has a very important value for English students to be able to acquire and absorb new information and knowledge effectively.⁵ Reading comprehension refers to the ability to analyze texts, understand their meaning, and connect them with existing

⁴ Nurhidayat, "Implementasi Kurikulum Merdeka Belajar Pada Pembelajaran PJOK Di SMA Negeri 3 Sidoarjo," *Pia, KanizFatema. American Journal of Educational Research* Vol. 5 No. 2 (2022): p. 822.

⁵ Sharon Vaughn dkk., *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: Guilford Publications, 2024), p. 2.

knowledge.⁶ For students, it is an essential skill that enables them to gather knowledge and information from various types of texts. Additionally, this skill involves recognizing key ideas, comparing, and contrasting information, comparing, inferring, predicting outcomes, recognizing supporting details, and other proficiencies that aid readers in constructing meaning from texts. Bamford and Day state that the process of reading involves interpreting the meaning of a written or printed message. Thus, readers must integrate the information from the message with their existing knowledge to generate comprehension and understanding.

Reading comprehension skills, or the ability to understand reading, have a very important role in academic development and daily life. Reading comprehension is the main basis for understanding subject matter in various subjects. The ability to understand text helps students master key concepts, information, and academic content. Through reading comprehension, students are invited to carry out analysis, evaluation and synthesis of information. These skills stimulate the development of critical thinking, which is important in solving problems and making decisions. Reading a variety of texts helps in enriching students' vocabulary and understanding of language structures. It provides a strong foundation for the ability to communicate effectively, both orally and in writing. Many academic exams and evaluations are conducted via written text. The ability to read with comprehension is the key to success on standardized tests and evaluation tests.

⁶ Dewi Robiah, "Small Group Discussion Strategies in Students' Reading Comprehension," *AL-MIKRAJ Jurnal Studi Islam dan Humaniora* Vol. 5 No. 1 (2024): p. 106.

Reading is not just about understanding facts, it also stimulates imagination and creativity. Reading literary works, for example, can open up new worlds and encourage students to think creatively. In the world of work, the ability to read with comprehension is highly valued. Many jobs require individuals to understand instructions, consume technical information, and communicate effectively through writing. Reading helps develop insight and knowledge about various topics. It opens the door to a deeper understanding of the world, culture, history, and science. Reading can also improve social skills. Through reading, students can understand other people's perspectives, build empathy, and develop interpersonal communication skills.⁷ By understanding the importance of reading comprehension skills, educators can design teaching strategies that support the development of these skills. Providing students with opportunities to read actively and explore texts helps them become critical,⁸ intelligent and active readers in the learning process.

Based on the explanation above, researcher is interested and finding out about the implementation of Learning stages development in Merdeka Belajar curriculum for teaching reading comprehension. For this research to be carried out, the researcher takes the title "The Implementation of Learning Stages Development in The Merdeka Belajar For Teaching Reading"

B. The Focus of The Problem

The Focus of the researcher in this study is on learning stages development through the teacher's module in Merdeka Belajar Curriculum.

⁷ Ebru Kaya, "The Role of Reading Skills on Reading Comprehension Ability of Turkish EFL Students," *Universitepark Bulten* Vol. 4 No. 2 (2025): p. 41.

⁸ Reid Smith, "The role of background knowledge in reading comprehension: A critical review," *Reading Psychology* Vol. 42 No. 3 (2021): p. 214.

C. The Definition of the Key Terms

1. Implementation

According to Michael Fullan implementation is the process of putting plans or ideas into action to achieve specific goals in education. It involves taking steps to make sure that what was intended is actually carried out in practice. Fullan highlights that for implementation to be successful, everyone involved must work together and follow the original plan while also being engaged in the process.

2. Merdeka Belajar Curriculum

The Merdeka Belajar Curriculum as explained by Nadiem Makarim, focuses on learning that centers around students, promoting their independence and creativity. This curriculum gives teachers the freedom to create lessons that match the needs and interests of their students, making learning more engaging and personal. Makarim points out that the Merdeka Belajar approach encourages students to take charge of their own learning, helping them develop important skills like critical thinking and problem-solving for the modern world.

3. Teaching Reading Comprehension

Teaching reading comprehension is the process of helping, facilitating, guiding students to comprehend the text and providing students with many opportunities for practice it to make them can acquire the meaning and information from the author on the text.

4. Reading Comprehension

According to David Rumelhart, explains that reading comprehension involves a complex interaction between various levels of information processing. In this process, readers not only recognize letters and words visually but also understand the structure and meaning of sentences while utilizing relevant knowledge and context to build a deeper understanding. This theory emphasizes that text comprehension does not occur linearly instead, readers simultaneously process information from different levels, making their experiences and strategies such as making inferences and summarizing crucial to their success in understanding. Thus, this theory provides insight into why reading comprehension abilities can vary among individuals.

D. The Formulations of the Problem

The Formulation of the Problem in this Research is:

1. What are English teacher's stages in teaching reading comprehension with Merdeka Belajar Curriculum?
2. How do teacher develop learning stages in teaching reading comprehension with Merdeka Belajar Curriculum?

E. The Objectives of the Research

Based on the formulation of the problem in this research is:

1. To identify the stages that English teachers use to teach reading comprehension with the Merdeka Belajar Curriculum.
2. To explore how teachers develop and implement learning stages for teaching reading comprehension.

F. The Significances of the Research

1. Students

This study contributes to how the Merdeka Belajar curriculum awareness affects students learning process and outcome, particularly in the context of Reading comprehension, and improve overall performance in English learning.

2. Teachers

The result of the study will be beneficial for the teacher because by knowing and implementation students' Merdeka Belajar curriculum in teaching reading, teacher can easily develop more effective teaching strategies that cater the diverse of students.

G. Scope and Limitation

In this study, the researcher analysed The Implementation of Learning Stages Development in The Merdeka Belajar Curriculum For Teaching Reading Comprehension.

The Limitation of this study is focused on teacher's stages in implementing learning activities as part of developing the Merdeka Belajar Curriculum.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. The Theory of Curriculum

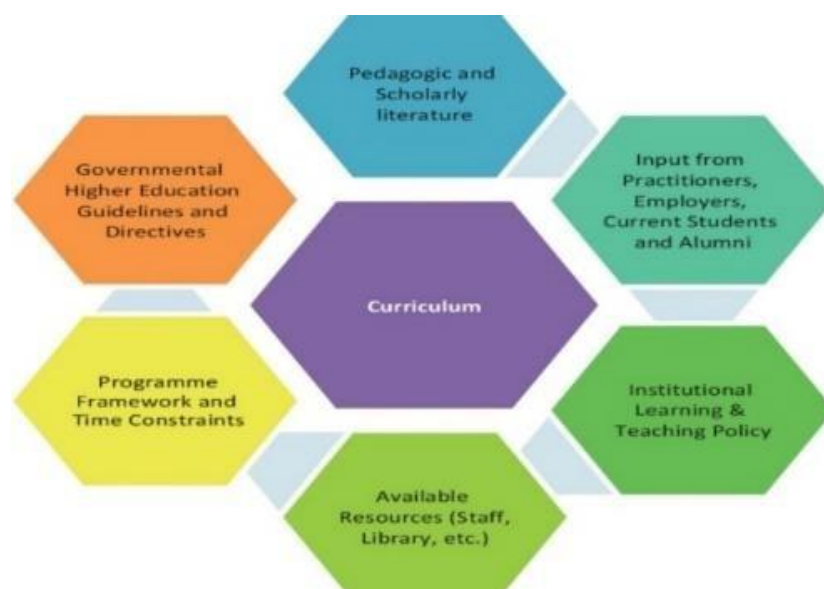
a. Definition of Curriculum

A curriculum is a written document which may contain many ingredients, but basically it is a plan for the education of pupils during their enrollment in a given school. It is the overall plan that is intended to be used by teachers as a point of departure for developing teaching strategies to be used with specific classroom groups of pupils. A second legitimate use of the term curriculum is to refer to a curriculum system as a sub-system of schooling.¹ A curriculum system in schools is the system within which decisions are made about what the curriculum will be and how it will be implemented. A third legitimate use of the term curriculum is to identify a field of study. Persons most concerned with curriculum as a field of study are undergraduate and graduate students enrolled in professional education work at colleges and universities, professors of curriculum, and curriculum theorists.

In addition, a curriculum may be defined as the “social environment in motion.” It represents the total of all the activities and experiences provided by schools to learners for achieving the desired objectives.

¹ Gene E. Hall dan David S.G. Carter, *Epilogue: Implementing Change in the 1990s: Paradigms, Practices and Possibilities* (London: Routledge Press, 2024), p. 129.

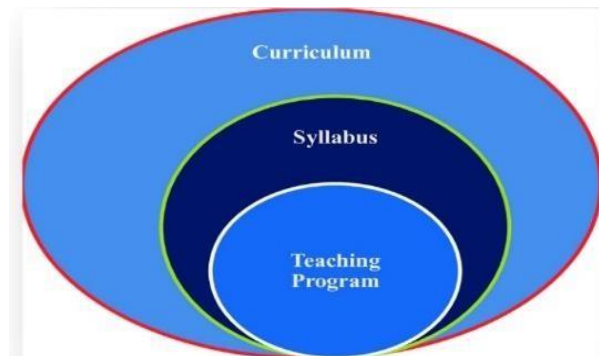
Consequently, the courses of study are merely suggestions for curriculum activities and procedures, serving as a guide for teaching to follow. Oliva stated that “Curriculum is a plan or programme for all experiences which the learner encounters under the direction of the school.” The curriculum is not merely a list of subjects but also includes various experiences that can shape students' skills, knowledge, and attitudes. Therefore, a well-designed curriculum can significantly influence the holistic development of students and prepare them for future challenges.²



Curriculum is one of the most important items in the educative process. The curriculum, in fact, is the fundamental problem which determines the ‘warp’ and ‘woof’³ of the process of education. What to do and how to do is the very essence of curriculum.

² Yulia Rahayu, “Problematika Kurikulum di Sekolah Dasar,” *Pendas: Jurnal Ilmiah Pendidikan Dasar* Vol. 8 No. 1 (2023): p. 3176. <https://doi.org/10.23969/jp.v8i1.8594>

³ Wendy Huang dan Chee-Kit Looi, “A Critical Review of Literature on ‘Unplugged’ Pedagogies in K-12 Computer Science and Computational Thinking Education,” *Computer Science Education* Vol. 31 No. 1 (2021): p. 11.



In summary, the term "curriculum," originating from the Latin word meaning "a race" or "the course of a race," reflects the structured plan for education that outlines subjects and learning experiences. Its first known educational use dates back to 1576 in *Professio Regia*, with subsequent appearances in University of Leiden records in 1582, highlighting its ties to the Calvinist push for order in education. By the seventeenth century, the University of Glasgow adopted "curriculum" to describe its course of study, marking its first use in English in 1633. By the nineteenth century, European universities commonly referred to their curricula to represent both complete and specific courses of study, with a definition established by 1824 as "a course, especially a fixed course of study at a college, university, or school." Ultimately, a curriculum can be viewed as the "social environment in motion," encompassing all activities provided by schools to help learners achieve their objectives, with course outlines serving as guidelines for teaching.

b. Definition of Merdeka Belajar Curriculum

Merdeka Curriculum offers a variety of extracurricular learning opportunities, with content that is optimized to provide every student the

opportunity to hone their conceptual understanding and build their competencies.⁴ Teachers are able to choose from a variety of teaching approaches during the teaching process, allowing students to be tailored to fulfill their individual learning requirements and interest. Angga and Iskandar stated through Nadiem Anwar Makarim's speech, as Mendikbudristek on February 12th, 2022, he said that Merdeka Curriculum is a new paradigm concept with the idea of "Freedom" for both teachers and students. Thus, in order to promote independence, adaptability, and improvisation in both teaching and learning, learning freedom is necessary.⁵ Zahro and Lutfi also added that point of "Freedom" in Merdeka Curriculum offer pressure-free learning to encourage students to gain information and optimize their experience in the learning process.⁶ Similarly, a key component of Merdeka Curriculum is the opportunity to learn freely and creatively. In order to give their students the greatest educational possible, teachers are also obliged to employ a variety of teaching methods.

Minister of education and Culture, Mr. Nadiem Makarim initiated Merdeka Belajar as a part of Merdeka Curriculum programs. Its program created a fun learning atmosphere. Merdeka Belajar refers to an

⁴ Wulan Ndari et al., "Implementation of the Merdeka Curriculum and Its Challenges," *European Journal of Education and Pedagogy* 4, no. 3, (2023), 111-116. DOI: 10.24018/ejedu.2023.4.3.648

⁵ Angga Angga, and Sopyan Iskandar, "Kepemimpinan Kepala Sekolah dalam Mewujudkan Merdeka Belajar di Sekolah Dasar," *Jurnal Basicedu* 6, no. 3, (2022), 5295-5301. DOI: <https://doi.org/10.31004/basicedu.v6i3.2918>.

⁶ Ni'matul Zahro, Achmad Lutfi, "Students' Well-Being and Game Implementation in Learning Chemistry in Merdeka Belajar Era," *Jurnal Pendidikan Kimia Indonesia* 5, no. 1, (2021) 34-43. DOI: <https://doi.org/10.23887/jpk.v5i1.30127>.

educational process that must create a pleasant atmosphere for students, teachers, parents, and everyone.⁷ Students get changed to learn freely, calmly, relax and happily without stress and pressure.⁸ This thought is in line with Paulo Freire's teaching as cited by Razzak in which man is the ruler of him selves, therefore human nature is to be free.⁹ By allowing teachers to choose how to present the curriculum or teach using techniques that are in line with their students' competencies, Merdeka belajar aims to maximize the potential of both teachers and students while also improving the quality of learning.

In conclusion, Merdeka Curriculum which has various learning and programs. Independence and critical thinking is applied and become an important part in Merdeka Curriculum. Realizing freedom for students and teacher to think creatively and innovative and have responsibility to make teaching and learning process in pleasant atmosphere.

c. Characteristics of Merdeka Belajar Curriculum

Concerning National Education Standards in Indonesia defines the curriculum structure as the organization of competencies, learning content, and learning load. The design of the curriculum emphasizes several aspects, including changes in subjects, the authority of

⁷ Kemendikbud, "Mendikbud Tetapkan Empat Pokok Kebijakan Pendidikan Merdeka Belajar," 2019a. <https://www.kemdikbud.go.id/main/blog/2019/12/mendikbud-tetapkan-empat-pokok-kebijakan-pendidikan-merdeka-belajar>

⁸ Azmil Abida et al., "The Impact of Covid-19 to Indonesian Education and Its Relation to the Philosophy of "Merdeka Belajar"," *Studies in Philosophy of Science and Education* 1, no. 1, (2020), 39-49. DOI: <https://doi.org/10.46627/sipose.v1i1.9>.

⁹ Nina Abdul Razzak, "Paulo Freire's critical and dialogic pedagogy and its implication for the Bahraini educational context," *Educational Philosophy and Theory* 52, no. 9, (2020), 999-1010. DOI: <https://doi.org/10.1080/00131857.2020.1716731>.

educational units to develop their own curriculum, and the division of learning into both intracurricular and co-curricular activities through the lens of Pancasila. The Student Profile Strengthening Project empowers students to make choices regarding their educational paths.

Furthermore, The main characteristics of the Merdeka Belajar Curriculum that supports learning recovery are:¹⁰

- 1) Project-based learning for developing soft skills and character in alignment with the Pancasila student profile.
- 2) Focus on essential content, prioritizing in-depth learning of fundamental competencies such as literacy and numeracy. Avoid tangential material and extraneous details that detract from the main objective
- 3) Flexibility for educators to implement differentiated instruction based on individual students' abilities and adjust to the specific context and local content.

In addition, the Merdeka Belajar Curriculum provides a broader space for teachers to design learning stages that are more responsive, engaging, and relevant to students' needs. Teachers are encouraged to integrate various learning methods, media, and assessments that support active participation and meaningful learning experiences. Within this framework, reading comprehension is not merely treated as a technical skill, but as a strategic process that involves

¹⁰ Tristaningrat Wiguna dan Wiguna Nugraha, "Langkah Mempercepat Perkembangan Kurikulum Merdeka Belajar," *Jurnal Pendidikan Dasar* Vol. 3 No. 1 (2022): p. 17–18. <http://jurnal.stahnmpukuturan.ac.id/index.php/edukasi>.

understanding, interpreting, and reflecting on texts in relation to real-life contexts. Thus, the curriculum structure and its key characteristics become a strong foundation for developing systematic learning stages that promote student-centered learning, accommodate diversity, and ultimately enhance students' literacy skills, including reading comprehension.

d. Advantages of Merdeka Belajar Curriculum

There are some advantages of Merdeka Belajar Curriculum. First, making the world of education more flexible, which means to release the shackles of the world of education to make it easier to move. Second, provides opportunities for students to explore the lessons taken as needed. Third, provide a forum for students exploring general knowledge by plunging into the community. And the last, Students can prepare themselves in dealing with the world of work.¹¹

Further explanation of the advantages of Merdeka Belajar Curriculum is as follows:

1) Simple and deeper

The Merdeka Belajar Curriculum places greater emphasis on fundamental material and the development of student competencies throughout each stage. The shaping of learning is envisioned as being more immersive, significant, leisurely, and enjoyable.

¹¹ Kemendikbud, *Kurikulum Merdeka Jadi Jawaban untuk Atasi Krisis Pembelajaran* (Jakarta, 2022).

2) More independent

Teachers must teach based on the students' level of achievement and development. Additionally, schools have the power to create and oversee curricula tailored to the education units and students' specifics

3) More relevant and interactive

Learning through project activities offers students broader opportunities to actively engage with real-world issues like the environment and health. Such engagement facilitates the development of character and competence in line with the Pancasila Student Profile.

In my conclusion, the Merdeka Belajar Curriculum focuses on basic material and helps students develop important skills. Learning is meant to be deeper, more enjoyable, and meaningful. Teachers should adjust their teaching to match students' abilities, and schools can create their own curricula based on what students need. Project-based learning allows students to engage with real-world issues like the environment and health, helping them build character and skills that align with the Pancasila Student Profile.¹²

In conclusion, the Merdeka Belajar Curriculum focuses on essential material and supports the development of important skills needed in the 21st century. Learning is intended to be deeper, more

¹² Lisa Maulidia, "Analisis Keterampilan Abad Ke 21 Melalui Implementasi Kurikulum Merdeka Belajar di SMA Negeri 2 Banjarmasin: The Analysis of 21st Century Skills Through the Implementation of the Independent Learning Curriculum at SMA Negeri 2 Banjarmasin," *Prospek* Vol. 2 No. 2 (2023): p. 133–34. <https://ojs.mahadewa.ac.id/index.php/prospek/article/view/2609> [2].

enjoyable, and meaningful, so that students can connect what they learn in class with real-life situations. Teachers are encouraged to adjust their teaching to match students' abilities, interests, and learning profiles, while schools are given the flexibility to design curricula that are contextually relevant. Through project-based learning, students are given the opportunity to engage with authentic issues, build character, and develop competencies that align with the Pancasila Student Profile. Overall, these advantages show that the Merdeka Belajar Curriculum provides a strong foundation for creating a student-centered learning environment that prepares learners to become independent, critical, and socially responsible individuals.

e. Teaching Reading Comprehension With Merdeka Belajar Curriculum

According to the Agency for Standards, curriculum, and Educational Assessment (BSKPA) of the Ministry of Education and Culture's regulations for the Merdeka Curriculum's implementation in educational units, implementing a curriculum has three stages:¹³ planning, implementation, and assessment.

1. Planning

The Merdeka Curriculum outlines a framework for the teaching and learning process, particularly for English subjects. Every English teacher in educational institutions is expected to systematically create a

¹³ Arum Ambar Sari dan Nor Laili Fatmawati, "The Implementation of Merdeka Curriculum in English Teaching Learning," *Yavana Bhasha: Journal of English Language Education* Vol. 7 No. 1 (2024): p. 88.

teaching module. This preparation occurs at the beginning of each semester or school year and should incorporate various methods relevant to the English content being taught in the classroom. The development of these teaching modules is conducted by English teachers through collaboration between schools or across regions.¹⁴ English teacher design teaching module by referring to the Learning Flow, to guide students' learning activities toward achieving Learning Outcomes, Learning Objectives. It all provide students a chance to expand their knowledge and gives them the flexibility to effectively resolve problems in a way that suits their learning needs.

Planning for teaching reading in the Merdeka Belajar curriculum involves setting clear goals for reading comprehension and organizing diverse materials and activities that engage students, fostering a supportive and collaborative learning environment to achieve these objectives effectively.¹⁵ For teaching reading comprehension in a simple and effective way. First, they should set clear and flexible learning objectives that align with students' needs. Next, selecting a variety of engaging reading materials, such as stories and articles, is crucial to enhance student interest. Thematic learning that connects reading to themes from various subjects can help students see the relevance. Group activities that

¹⁴ Supono, "Peningkatan kemampuan Guru menyusun Modul Ajar Pada Pembelajaran Berdiferensiasi Melalui Workshop Dan Pendampingan," *ACTION Jurnal Inovasi Penelitian Tindakan Kelas Dan Sekolah* 3, No. 2 (2023) DOI: 10.51878/Action.V3i2.2253

¹⁵ Kementerian Pendidikan dan Kebudayaan Republik Indonesia, "Bahan Ajar dan Pedagogik dalam Kurikulum Merdeka," Jakarta: Kementerian Pendidikan dan Kebudayaan, 2023.

encourage discussions among students will enrich their learning experience. Additionally, teachers need to promote critical thinking by encouraging students to ask questions and analyze texts. Engaging assessments through projects or presentations can provide better insights into students' understanding. The use of technology, such as digital applications, can also facilitate students' comprehension of readings. Finally, it is important to invite students to reflect on their reading experiences and adjust teaching methods as necessary.¹⁶ By following these steps, the teaching and learning process will be more engaging and aligned with the principles of the Merdeka Belajar curriculum.

Based on the facts given above, the teacher creates Alur Tujuan Pembelajaran and Modul Ajar using templates from the school. This is in agreement with the notion of Modul Ajar. Education units can employ numerous teaching resources, including Modul Ajar or lesson plans, with varying components and forms according to the characteristics and needs of students.

2. Implementation

When incorporating the Merdeka Belajar Curriculum into the teaching and learning process, teachers go through numerous stages,

¹⁶ Kementerian Pendidikan dan Kebudayaan Republik Indonesia, Keputusan Kepala BSKAP Nomor 044/H/KR/2022 tentang Pedoman Implementasi Kurikulum Merdeka, Jakarta: Kementerian Pendidikan dan Kebudayaan, 2022

particularly when it comes to teaching reading comprehension.¹⁷ This related to the lesson plan that the English instructor has created, which comprises;

1) Opening

Learning activities start with an introduction, such as when an English teacher greets the class, prays, and then asks about the student's progress. The learning objectives of the information to be learnt are also communicated by an English teacher. On the other side, ice-breaking activities are something that teachers sometimes do in the classroom. This seeks to motivate students and draw their focus to actively participating in the educational process.

2) Main activity

The learning process is the main activity that leads to learning results. Learning activities are carried out in rigorous, inspirational, pleasurable, and engaging way to engaging way way to enhance students participation. Additionally, there are also lots of opportunities for students to exercise their initiative, creativity, and independence based their abilities, interests, and physical and psychological growth. The fundamental tasks that an English teacher can complete include understanding the subject, creating lesson plans and strategies, employing learning resources, enticing and retaining students participation, assessing the process and learning outcomes, and utilizing

¹⁷ Rusman, "Model-Model Pembelajaran Mengembangkan Profesionalisme Guru (Jakarta, Rajawali Pers, 2011).

appropriate and correct English language in classroom.

Furthermore, several teaching strategies can be used in the Merdeka Curriculum. The discovery learning approach is often used by English teachers. According to Salmon, as cited by Fajarudin, the discovery learning approach, through analysis, investigation, and discovery, can help students learn actively, as the acquired knowledge is retained for a long time. Therefore, in the classroom, the English teacher acts as a guide, directing learning activities according to the objectives. The above explanation clearly demonstrates that discovery learning is appropriate for use in the Merdeka Curriculum because it aligns with the Pancasila learner profile dimensions (*Dimensi Profil Pelajar Pancasila*), specifically independent, creative, and critical thinkers.¹⁸

Furthermore, the Dimension of Pancasila Students Profile (*Dimensi Profil Pelajar Pancasila*), as stated in the teaching module, serves as a standard by which teachers evaluate how well students do during the teaching and learning activities. The Dimension of Pancasila Students Profile (*Dimensi Profil Pelajar Pancasila*) consists of six elements, including;

a) Believing and fearing God, and having noble character

A personal relationship with God, other people, and the universe is included in the development of main potential for learners in Law No.

¹⁸ Ahmad Zakki, Firman, and Muhammad Asyraf Bin Che Amat, "Implementation of the Merdeka Curriculum on the Development of Pancasila Character of Students in Indonesia," *PeTeKa (Jurnal Penelitian Tindakan Kelas dan Pengembangan Pembelajaran)* 7, no. 1, (2024), 107-113. DOI: <https://dx.doi.org/10.31604/ptk.v7i1.107-113>.

20 of 2003, which was quoted by Suardi in a discussion of the problem of excitement in religion. It is expected of students to respect their honorable culture, identity, and community while embracing the diversity of cultures they come across. Students will develop respect as a result, and in turn, they will develop good morals and an appreciation for a noble culture that is consistent with the nation's noble traditions.

b) Global diversity

It is imperative that Indonesian students preserve their noble culture, location and identify while simultaneously developing a respectful attitude toward other civilizations. Thus, there is mutual respect as well as emergence of noble culture is positive and consistent with noble culture of the country.

c) Independent

Students possess the ability to work independently and responsibility to tackle any learning issues. If students can regulate themselves by having self awareness and comprehension of the issues, they will be able to complete it successfully.

d) Critical thinking

Critical thinking is the ability to think clearly and rationally about what to do or believe. It involves analyzing information, evaluating evidence, and forming reasoned judgments. Critical thinking requires the ability to question assumptions, identify biases, and consider alternative

viewpoints.¹⁹ In essence, critical thinking is an essential skill that empowers individuals to navigate the complexities of information and make informed decisions, ultimately fostering a more thoughtful and discerning society.

f) Creative

Developing creativity is essential for students as it enables them to express their individuality and adapt to new situations. Creativity not only enhances academic performance but also contributes to emotional intelligence and resilience.²⁰

3) Closing

Closing is an activity conducted by the English teacher to wrap up the lesson or teaching and learning activities. The English teacher can conduct closing activities by summarizing the English lesson that was taught and outlining the tasks that will be completed at the following meeting. In addition, the English teacher also wraps up the meeting by going over the English material, asking the students to reflect, and coming to a conclusion about the English material that has been covered in the classroom.

3. **Assessment**

The systematic method of determining how well students have met their academic goals is called evaluation. In fact, through

¹⁹ Facione, P. A. (2020). *Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction*. The Delphi Report.

²⁰ Beghetto, R. A., & Kaufman, J. C. (2020). *Nurturing Creativity in the Classroom*. Cambridge University Press.

assessment, the English teacher not only ascertains whether the students have fulfilled the learning objectives, but it also assesses the efficiency of the learning experience, the strategy, and the resources used to reach those objectives. Several types of evaluations are used in educational settings, such as:²¹

1) Formative Assesment

Formative evaluation as used in the Merdeka Curriculum, can take the form of an assessment conducted at the start of the learning process to determine whether students are receiving materials according to their learning needs. It can also be used as a reflection on students' learning and if necessary it can be a reference for lesson planning and revision. Therefore, formative evaluation aims improve learning. Formative evaluation can be implemented in the classroom through assignment, informal exams, and other activities.

2) Summative Assesment

Summative evaluation are designed to ascertain whether learning objectives have been reached. Such as, they are completed at the final stage of the learning process, either at the end of the school year or on one, two, or even more learning objectives, depending on the teacher's evaluation. This kind of evaluation is used to compare, rate, rank, and categorize, and progress the

²¹ Fatwa Azmi Syahriza et al., "Analysis of the Evaluation of the Affective Domain of Islamic education in the Merdeka Curriculum," *EDUMASPUL: Jurnal Pendidikan* 7, no. 2, (2023), 3562-3568. DOI: <https://doi.org/10.33487/edumaspul.v7i2.6986>.

students. Summative evaluation are also used to choose students for scholarship or special courses admission. It can also be used to forecast the likelihood that students will succeed in their future undertakings.

a. **Reading Comprehension**

Reading comprehension is an active process that makes sense by incorporating the reader's knowledge and experience related to the contents of the reading comprehension. Reading comprehension is a complex process that involves the use of various abilities that are successful or unsuccessful, after reading we should be able to remember the information in the reading.²² Furthermore, we should ideally be able to analyze, synthesize, and apply that information in new contexts. Reading comprehension can be predicted by looking at cognitive processes related to the age and ability of the reader. Specifically, factors like working memory capacity, vocabulary knowledge, and background knowledge play significant roles.

Based on the explanation above, the researcher concludes that reading comprehension is an active and complex process that involves the cognitive abilities of the reader, such as working memory, vocabulary knowledge, and background knowledge.²³ Reading comprehension not only requires the reader to remember information but also to analyze,

²² Sri Mahrani Harahap dan Mina Syanti Lubis, *Memahami Bacaan melalui Pendekatan Kontekstual (Inquiry)* (Jawa Tengah: Penerbit NEM, 2023), p. 66.

²³ Gunarsa Singgih, *Dari anak sampai usia lanjut* (Jawa Barat: PT BPK Gunung Mulia, 2018), p. 6.

synthesize, and apply it in new contexts.

b. The Purpose of Reading

The objective of reading as a receptive ability is often to get information or messages via written language. The goal of reading is decided and impacted by a variety of factors, including the reader's informational needs and the sort of reading selected. Experts propose several reading goals depending on the reader's informational needs. There are different reasons why people read. These include finding basic information, quickly skimming a text, learning from it, integrating new data, writing about or critiquing generally comprehending it.²⁴

1) Reading to find simple information

Reading for basic information is a widely practiced reading skill, although some scholars consider it to be a somewhat distinct cognitive process. Given its frequent use in reading tasks, reading comprehension can be seen as a subcategory of basic information reading. In this type of reading, students usually focus on locating specific details such as names, dates, places, or key facts presented in the text. The process does not necessarily require deep interpretation or critical evaluation, but rather the ability to recognize and extract relevant information efficiently. In the context of teaching reading comprehension, reading to find simple information helps students develop foundational skills such as scanning for particular words or

²⁴ Grabe dan Fredricka L. Stoller, *Teaching and Searching Reading* (London: Routledge, 2019), p. 59.

phrases, identifying explicit information, and understanding literal meanings. These skills are essential as a first step before students move on to more complex reading activities, such as making inferences, summarizing ideas, or analyzing the author's purpose and viewpoint.

2) Reading to skim quickly

Skimming is a valuable reading skill and frequently assigned task. Its method involves predicting significant portions of text and implementing fundamental reading skills to discern the main idea. In skimming, readers do not read every word, but instead move their eyes rapidly over the text to grasp its overall meaning, organization, and key points. Typical strategies include reading the title, headings, subheadings, the first and last sentences of paragraphs, and paying attention to keywords or repeated phrases. In teaching reading comprehension, skimming helps students develop the ability to obtain a general overview of a text in a short amount of time, decide whether the text is relevant to their needs, and prepare their minds for more detailed reading. This skill is particularly useful in academic contexts, where students often need to deal with large amounts of reading material efficiently.

3) Reading to learn from the text

Reading for learning typically takes place in academic and professional settings, where individuals must gain a significant amount of information from written materials. This involves the capacity to

recall key concepts, establish and analyze rhetorical structures, and establish connections between the text and its intended audience.

In this type of reading, learners are not only expected to understand the literal meaning of the text, but also to organize the information, relate new knowledge to what they already know, and apply it in different contexts such as solving problems, completing assignments, or preparing for exams. Strategies often used in reading to learn include note-taking, highlighting important points, making summaries, creating concept maps, and asking questions about the text.

In the teaching of reading comprehension, reading to learn from the text is crucial because it supports long-term understanding and retention of information. It helps students develop study skills, deepen their subject-matter knowledge, and build the ability to transfer what they have read into real-life or academic tasks. This kind of reading also trains students to become autonomous learners who can use texts as reliable sources of knowledge throughout their education.

4) Reading to integrate information

Integrating information necessitates decisions about the relative importance of data that is complementary, mutually supportive, or conflicting. In order to accommodate information from diverse sources,

rhetorical frameworks may need to be restructured.

5) Reading to write and critique texts

Reading to write and reading to criticize texts can be different forms of reading to understand information. Both need the skill to create, choose, and give feedback on information found in text. Readers engage with a text in order to use its ideas, structure, or language as a basis for producing their own writing. This may involve summarizing, paraphrasing, synthesizing information from multiple sources, or responding to an author's argument.

Meanwhile, reading to critique involves evaluating the content, organization, and style of the text, as well as examining the strength of the arguments, the relevance of the evidence, and the presence of bias or assumptions. In this process, readers do not only understand what the text says, but also judge how and why it says it.

Within the context of teaching reading comprehension, reading to write and critique helps students develop higher-order thinking skills, such as analysis, evaluation, and creation. These activities encourage learners to interact actively with the text, form their own opinions, and express them in written form. As a result, students become more reflective, critical, and effective communicators, which aligns with the goals of modern curricula that emphasize literacy, critical thinking, and academic writing skills.

6) Reading for general comprehension

Reading for understanding requires experienced readers to quickly process words and effectively coordinate multiple processes within a limited time. This involves forming clear representations of main ideas through strong comprehension skills. Reading to write and critique texts Reading to write and reading to criticize texts can be different forms of reading to understand information. Both need the skill to create, choose, and give feedback on information found in text.

7) Reading for general comprehension

Reading for understanding requires experienced readers to quickly process words and effectively coordinate multiple processes within a limited time. This involves forming clear representations of main ideas through strong comprehension skills.²⁵

The text explains different reading skills that help with understanding. Reading to find simple information is a basic skill, while skimming helps identify main ideas quickly. Learning from texts is important in school and work, as it involves remembering key points and understanding how the text is structured. Integrating information means figuring out how to use data from different sources together. Additionally, reading to write and critique focuses on creating and giving feedback on texts. Overall, good reading involves using various strategies to understand information clearly and think critically about

²⁵ Elizabeth M. Knutson, "Reading with a Purpose: Communicative Reading Tasks for the Foreign Language Classroom," *Foreign Language Annals* Vol. 30 No. 1 (2025): p. 57.

what we read.

c. Problem of Reading Comprehension

The students were difficult when the teacher gave a reading comprehension exercise. Because the text used in reading comprehension is too complex. Meanwhile the students did not master language structure or grammar. Secondly, the researcher found that some of the students could not answer the teacher's question. When the teacher asked the students about the meaning of words, the students were just silent and did not notice the teachers' questions in the class. Only one or two students could answer or know the meaning of a word that the teacher asked. It means that the students did not have much knowledge of the vocabulary.

²⁶Next, the researcher found that the students tried to understand text in their exercise, they just only translated word by word, they did not know with scanning, skimming and the other strategies in reading comprehension text. So they are confused about understanding the text as fast as possible.

The students do not know how to take the information from the text easily like finding the point of the text.²⁷ The last one, the researcher found that some of the students still lacked concentration, some of the students did not listen to the teacher explaining about the material because the students just focused on their activity, and one of them chit chatted with

²⁶ fflerbach, P., Pearson, P. D., & Paris, S. G. (2008). Clarifying Differences between Reading Skills and Reading Strategies. *The Reading Teacher*, 61(5), 364-373.

²⁷ John Charles dan Daniel Anderson, *Strategies for Reading Comprehension* (Houghton Mifflin, 2008), p. 3.

students on their side.

The students were difficult when the teacher gave a reading comprehension exercise because the text used in reading comprehension was too complex, while the students did not master language structure or grammar. Secondly, the researcher found that some of the students could not answer the teacher's questions. When the teacher asked the students about the meaning of words, the students were just silent and did not pay attention to the teacher's questions in the class. Only one or two students could answer or know the meaning of a word that the teacher asked. It means that the students did not have much knowledge of vocabulary. Next, the researcher found that when the students tried to understand the text in their exercise, they only translated word by word; they were not familiar with scanning, skimming, or other strategies in reading comprehension. As a result, they were confused about understanding the text as fast and effectively as possible.

The students also did not know how to extract information from the text easily, for example in finding the main point or specific information in the text. The last one, the researcher found that some of the students still lacked concentration; some of them did not listen to the teacher explaining the material because they were more focused on their own activities, and some of them were chatting with their friends. This condition shows that students' low motivation, limited reading strategies,

and lack of vocabulary and grammar mastery simultaneously hinder their reading comprehension. In addition, the mismatch between the level of text difficulty and the students' proficiency level makes them feel overwhelmed and less confident to participate actively. Therefore, to overcome these problems, teachers need to select more appropriate reading texts, explicitly teach reading strategies such as skimming and scanning, provide intensive vocabulary support, and create engaging learning activities that can increase students' attention and motivation during reading lessons.

B. Related Studies

During the research, the researcher found few theses or journals regarding the use of the Merdeka Belajar Curriculum for teaching reading comprehension. Even though there were some previous studies, they were not detailed and systematic enough to fully understand how the Merdeka Belajar Curriculum can improve reading comprehension. While there has been research on the implementation of the curriculum in other areas, there is still a lack of specific information about its application in reading comprehension teaching. The researcher conducted this study to gain a clearer understanding of how learning stages development in the merdeka belajar for teaching reading comprehension. Through a review of relevant literature, the researcher identified several related research titles.

The study conducted by Amiruddin, the study employs a descriptive research methodology to explore the relationship between the implementation

of the Merdeka Curriculum and students' learning activities.²⁸ The study employs a descriptive research methodology to explore the relationship between the implementation of the Merdeka Curriculum and students' learning activities.

Technical terminology will be explained upon their first usage. The paper adheres to appropriate citation rules, and quotations are carefully distinguished from the rest of the text. The results of the research indicate that visual learning-style accounts for 47%, kinesthetic learning-style for 37%, and auditory learning-style for 16%. The research subjects were students in class 7B at SMPN 3 Lubuk Pakam.²⁹ The observed outcome demonstrates that the implementation of the Merdeka Curriculum has a positive impact on students' learning activities. The initial inquiry was led by Shinta Amalia Ferdaus and Dian Novita in entitled, The study's objective is to inspect how the Merdeka Curriculum is executed for English at a vocational school located in Sidoarjo, which is considered a center of excellence for vocational education. The study discovered that the Merdeka Curriculum was extensively put into practice at a vocational high school. Despite this, there are difficulties concerning transitioning from teacher-centered to student-centered learning.³⁰ The methods utilized for

²⁸ Amiruddin, "The Relationship Between the Implementation of the Merdeka Curriculum and Students' Learning Activities," *Journal of Education and Learning*, Vol. 5, No. 2 (2023): 45-50.

²⁹ Puspa Nurmasiyah, "Implementation Merdeka Curriculum of Learning to Students' Learning Activities," *Holistic Science* Vol. 3 No. 1 (2023): p. 44. <https://doi.org/10.56495/hs.v3i1.331>.

³⁰ Shinta Amalia Ferdaus dan Dian Novita, "The Implementation of the Merdeka Curriculum in English Subject at a Vocational High School in Indonesia.," *Briliant: Jurnal Riset dan Konseptual* Vol. 8 No. 2 (2023): p. 397. <https://jurnal.unublitar.ac.id/index.php/briliant/index>

teaching English have all ended up adopting a student-centered approach which aligns with the Pancasila Student Profile goals. The goal of combining the Pancasila Student Profile orientation and student-centered approach in English education is to create individuals who are self-reliant, possess critical, creative, and inventive thinking skills, are socially adept, and have the ability to communicate and work with others effectively.

The latest study by Dea Digna analysed teachers' perceptions of differentiated learning in the Merdeka Curriculum, particularly at the elementary school level.³¹

³¹ Dea Digna dan Choiriyah Widyasari, "Teachers' Perceptions of Differentiated Learning in Merdeka Curriculum in Elementary Schools," *International Journal of Elementary Education* Vol. 7 No. 2 (2023): p. 262.
<https://www.sciencepublishinggroup.com/journal/192/home>

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

In this research, the researcher used a qualitative design with a document analysis approach. The purpose of this research was to analyze the learning stages presented in the teaching module of English subject entitled "*Modul Ajar Berdiferensiasi Bahasa Inggris: Procedure text*" for Grade X senior high school students.

Document analysis was applied because the data were obtained from an existing written document, not from observation or interviews. This approach allowed the researcher to systematically examine the structure, sequence, and characteristic of the teaching stages design in the module.

In this study, the researcher specifically focused on identifying and describing how each stages of the learning process including (*pre-activity, main activity, and post activity*) was implemented in accordance with the Discovery Learning model as stated in the Merdeka Belajar Curriculum guidelines. The result of this analysis provides this insights into how the stages in the teaching process are organized and how they support students' understanding of procedure text.

B. Data Source

The source of data in this research was a teaching module entitled "*Modul Ajar Berdiferensiasi Bahasa Inggris: Procedure text*" this module was designed for grade X students of senior high school and develop based on the

merdeka belajar curriculum. The document was selected because it contains a complete structure of teaching components such as learning objectives, materials, activities, and assessments. Most importantly, it presents a clear description of the learning stages.

The module was obtained from an online educational source and used the main document for analysis. It served as the primary data that the researcher analyzed qualitative to identify and describe how the learning stages were organized and implemented in the teaching process.

C. Data Collection Techniques

The data were collected by reviewing and analyzing the written document of the English teaching module entitled "*Modul Ajar Berdiferensiasi Bahasa Inggris: Procedure text*". The researcher identified and selected parts related to the learning stages in the teaching process as the main data for qualitative analysis.

1. Reviewing

- a. The researcher reviewed the overall structure of the teaching module, including learning objectives, learning activities, assessment techniques, and supporting materials.
- b. Each component of the module was carefully read to identify explicit descriptions of the learning stages, such as opening activities, core activities, and closing activities.
- c. Implicit information related to the development of learning stages embedded in the learning activities was also identified.

2. Analyzing

- a. The identified learning stages were compared with the principles and guidelines of the Merdeka Curriculum to examine their relevance and alignment.
- b. Relevant excerpts related to the learning stages were highlighted and categorized based on each stage of the learning process.
- c. The categorized data were then interpreted as qualitative data to describe how the learning stages were developed and implemented in the teaching module.

D. Technique of Data Analysis

The data in this research were analyzed using a qualitative content analysis technique. This technique was chosen because it allows the researcher to systematically identify, categorize, interpret the textual data contained in the teaching module.

The analysis focused on the learning stages (steps of the teaching process) presented in the module, which were based on the discovery learning model. The purpose was structured and implemented according to the characteristics of the *Merdeka* curriculum.

To analyze the data, the researcher followed the procedures proposed by Miles and Huberman,¹ which include three main stages:

¹ Matthew B. Miles and A. Michel Huberman, *Qualitative Data analysis: An Expanded Sourcebook*, 2nd ed. (Thousand Oaks, CA: Sage Publications, 1994).

1. Data Reduction

The researcher selected and focused on parts of the module that contain information about the learning stages, such as preparation, stimulation, problem identification, data collection data processing, verification. Unrelated information was set aside.

2. Data Display

The extracted data were organized into categories that represent each learning stage. The data were then displayed in tables or descriptions to show how the stages are arranged in the teaching process.

3. Drawing Conclusion and Verification

The researcher interpreted and categorized data to draw conclusions about how the learning stages were implemented in the module and how they reflected the Discovery Learning approach. The conclusions were verified by rechecking the consistency of the data with theoretical framework.

Through these stages of analysis, the researcher was able to provide a comprehensive description of the development of learning stages in the teaching module and to explain how they support the goals of the Merdeka Belajar Curriculum in teaching reading comprehension.

E. The Technique of Data Trustworthiness

To ensure the validity and trustworthiness of this qualitative research, the researcher followed the principles of trustworthiness proposed by Adler, Kakar et al, and Ahmad.² These scholars emphasize that qualitative research must demonstrate four major criteria of trustworthiness:

1. Credibility

Was ensured by using an authentic and official teaching module as the main document and understanding its context carefully.

2. Dependability

Was maintained by following consistent and systematic procedures during data collection and analysis.

3. Confirmability

Was achieved by basing every interpretation on actual textual evidence taken directly from the module.³

4. Transferability

Was supported by providing clear and detailed descriptions of the learning stages so the findings may be applicable to similar modules.⁴

² A. Adler, "Trustworthiness in Qualitative Research, *Qualitative Inquiry Journal* 28, no. 3 (2022): 215-218

³ A. Kakar, J, Williams, and C, Bradshw, "Criteria for Assessing and Ensuring the Trustworthiness in Qualitative Research," *International Journal of Qualitative Methods* 22 (2023): 1-12

In conclusion, by meeting the criteria of credibility, dependability, confirmability, and transferability, this study ensures that its findings are robust, trustworthy, and meaningful. The careful use of an official teaching module, systematic analysis procedures, evidence-based interpretations, and rich descriptions of the learning stages all contribute to the overall trustworthiness of the research. Therefore, the results of this study can be considered reliable for understanding how learning stages are developed in line with the Merdeka Belajar Curriculum, and they may serve as a useful reference for future research and pedagogical practice.

⁴ S. Ahmed, *The pillars of Trustworthiness in Qualitative Research* (ResearchGate Publications 2024)

CHAPTER IV

THE RESULT OF RESEARCH

This chapter presents the results of the document analysis conducted on the teaching module titled “Modul Ajar Berdiferensiassi Bahasa Inggris: Procedure Text,” The analysis focused on identifying and describing the learning stages used in the module and how these stages align with the Discovery Learning Module under the merdeka curriculum.

A. Findings

The findings indicate that the module presents a complete and structured sequence of learning stages, consisting of pre-Activity, main activity, and post activity. Each stage includes clear instructional steps that guide students through stimulation, exploration, discussion, verification, and reflection. The analysis show that these learning stages align with the essential components of the Discovery Learning Model, even though they are not labeled explicitly. Overall the learning stages in the module are systematic, coherent, and supportive of differentiated and student-centered learning.

In addition, the module provides opportunities for students with varying levels of ability to engage with the material through tasks that can be adjusted in terms of complexity, support, and output. The pre-activity stage activates students’ prior knowledge and prepares them for the learning process, while the main activity stage encourages active participation, collaboration, and independent problem-solving. The post-activity stage reinforces understanding

through reflection and consolidation tasks, enabling students to evaluate their own learning progress. These characteristics demonstrate that the module not only follows a structured learning sequence but also reflects the principles of the Merdeka Curriculum, particularly in accommodating learner diversity and promoting higher-order thinking skills.

Moreover, the analysis reveals that the learning stages in the module are not implemented in isolation, but are interconnected in a way that gradually builds students' comprehension and autonomy. The transition from pre-activity to main activity is designed to move students from initial readiness and curiosity toward deeper engagement with the text, while the shift from main activity to post-activity helps them internalize and consolidate what they have learned. The use of differentiated task such as varying types of questions, levels of scaffolded support, and diverse forms of student output shows that the module is sensitive to differences in students' readiness, interests, and learning profiles. In this way, the module operationalizes the ideals of Merdeka Belajar by giving space for student agency, encouraging active inquiry, and fostering critical and reflective thinking within the context of reading comprehension.

B. Research Data Description

The data used in this study consist of an english teaching module for Grade X designed under the merdeka belajar curriculum. The module contains various instructional components, including learning objectives, pre activities, main activities, post activities, assessments, and supporting materials.

This study specifically focuses on the sections of the module that present the learning stages, namely how the Pre-Activity, Main Activity, and Post-Activity are structured in the teaching of reading comprehension. All parts of the module related to these instructional stages were collected, identified, and analyzed to understand how the stages were developed and how they align with the principles of the Merdeka Belajar Curriculum.

The module serves as the primary data source because it provides complete written information about the instructional design, allowing the researcher to conduct an in-depth document analysis without involving human participants. The data obtained from the module form the basis for answering the research questions.

1. What are English Teacher's Stages in Teaching Reading Comprehension?

In the steps of the learning activities conducted by the teacher, I as a researcher, found several strategies used in the already happened learning activities, including:

- a) In the first activity, the teacher held an introduction that lasted for the first 20 minutes. The teacher asked students some questions to help them remember the material related to the learning goals.
- b) In the second activity, the teacher conducted the main session that lasted for 60 minutes. During this session, the teacher guided the students through the core learning activities, including explaining the

material, facilitating discussions, and providing exercises, This main activity included several steps:

1. Preparation
2. Stimulation
3. Identifying the problem
4. Collecting the data
5. Processing the data
6. Verification
7. Drawing conclusions.

- c) In the last activity, the teacher conducted the closing session that lasted for 10 minutes. In the final activity, the teacher conducted a 10-minute closing session. The purpose of this session was to summarize the lesson, provide reflection opportunities, and give directions for the next learning activities, ensuring that students left the class with a clear understanding of the material.

In conclusion, the teacher's organized approach during the learning activities helped engage students and improve their understanding. This strategies effectively supported the goals of the Merdeka Belajar Curriculum and showed how important it is to plan and carry out lessons in a way that makes learning interactive and enjoyable.

Based on the findings of the study, it can be concluded that the stages applied by the English teacher in teaching reading comprehension are systematically organized into three interconnected phases: pre-activity, main activity, and post-activity, which together create a clear and coherent learning sequence. The pre-activity serves to prepare students by

activating their prior knowledge and introducing the reading context, the main activity engages students in meaningful reading tasks that guide them to understand and analyze the text, and the post-activity strengthens comprehension through reflection and conclusion-making. This structured sequence supports the development of students' reading comprehension, encourages active participation, and promotes deeper engagement with the text. Furthermore, the alignment of these stages with the principles of the Merdeka Curriculum and the Discovery Learning model indicates a student-centered approach that accommodates diverse learning needs and fosters critical thinking and higher-order thinking skills in reading comprehension.

2. How Do Teacher Develop Learning Stages in The Teaching Reading Comprehension?

To answer the second research question regarding how the teacher develops learning stages in teaching reading comprehension within the merdeka Belajar Curriculum, the researcher summarized the findings into several key aspects. These aspects reflect the way teacher structures each stage of learning, integrates differentiation, and aligns instructional practices with the principles of the Merdeka belajar Curriculum.

Based on the steps of the learning activities conducted by the teacher, as explained previously, the researcher analyzes how the English

teacher developed these activities through several structured stages, as evidenced in the lesson plan and other instructional documents:

a) Preparation (20 Minutes)

1. The teacher greets and asks one of the students to lead a prayer before starting the learning activity.

This is suitable with the rules of the independent curriculum, namely the Pancasila student profile which aims to develop students who are faithful, devoted to God almighty and have noble morals through prayer at the beginning and end of learning activities.

2. The teacher checks student attendance and ensures the classroom's cleanliness is complete.

This is done to foster discipline, create a clean and comfortable learning environment, and encourage students to take responsibility for classroom cleanliness. This activity also serves as an effort to instill the values of cleanliness and discipline, which align with student character development, in accordance with the principles of the Independent Curriculum.

3. Students are given provocative questions to motivate them to continue learning.

This is done by teachers to motivate and engage students, encouraging them to be more actively involved in the learning process. These questions are expected to encourage students to

reflect on the material they are learning, relate it to prior knowledge, and stimulate their curiosity. This not only helps students focus but also creates an interactive discussion atmosphere, supporting the active learning principles of the Independent Curriculum. The guiding questions can be used:

- a. Have you ever cooked meatballs by yourself? How was the result?
- b. What do you think will happen if we skip one step while cooking meatballs?
- c. Can you cook meatballs without following the tutorials?
- d. Is cooking meatballs easy or difficult for you?

4. The teacher asks students to take a moment of silence with breathing exercise.

They can use the STOP (Stop, take a breath, observe, proceed) technique, five finger breathing, body scanning, and finish with a gratitude note or affirmation. These practices reduce stress and anxiety by activating the body's relaxation response and improving concentration. They also help students become more mindful, increasing self-awareness and emotional control. Ending with gratitude or positive affirmations encourages a hopeful and positive mindset, which supports emotional well-being and creates a better learning environment. Overall, these exercises strengthen

students' mental resilience and improve their ability to learn effectively.

b) Main activity (60 minutes)

1. Preparation

- a. Students are given an explanation about the material to be learned. The learning objective is to understand the main idea and relevant details from a discussion or presentation on topics related to reallife in the form of a procedure text.
- b. Students are given an explanation about the design of the learning activities that will be carried out. This is to help students understand the structure and pupose of the upcoming learning activities. By explaining the design before, students can prepare themselves, know what to expect, and actively parcitipate in each part of the lesson. This also helps them connect the activities with the learning objectives and achieve better learning outcomes
- c. Students are given an explanation about the assessment techniques that will be used during the learning activities.
- d. Students are given an explanation about the benefits they will gain from the material procedure text.

2. Stimulation

- a. Students are given guiding questions using the jamboard application related to the procedure text material. The

teacher uses guiding questions on the Jamboard application to encourage student engagement, critical thinking, and collaboration related to the procedure text material. This digital tool allows students to actively participate by sharing ideas, answering questions, and working together in real-time, which makes learning more interactive and dynamic. It also helps students organize their thoughts clearly and supports visual learning by combining text and images. Overall, the goal is to enhance understanding, stimulate creativity, and increase students' involvement and motivation in the learning process through a modern, accessible platform.

- b. Students are guided to read reference books related to the procedure text material. to help them understand the content better, build background knowledge, and improve their reading and comprehension skills. This approach encourages independent learning by allowing students to explore information in depth and develop critical thinking. It also supports students in learning the correct structure and language used in procedure texts, which helps them become more confident in reading and writing such texts. Overall, this practice aims to strengthen students'

knowledge, understanding, and academic skills related to the topic.

3. Identifying the problem

- a. Students are guided to understand the main idea and relevant details from discussion or oral presentation about topics related to real life in a procedure text. The teacher aims to help students develop their reading comprehension skills by guiding them to identify the main idea and relevant details from spoken texts. This activity also encourages students to connect the content with their own experience, especially topics related to real life, making learning more meaningful and improving their ability to understand and respond to real life communication.
- b. Students do STOP techniques guided by the teacher. To help them focus, think critically, and organize their ideas before responding. This activity guides students to pause, observe, and plan their next step, so they can understand the material better and improve their speaking or writing skills with more confidence and clarity. As an ice-breaking activity, an emotion guessing game is conducted (emotion pictures are shown, and students guess the emotions in the picture)
- c. KSE 1 (*Kecakapan Sosial dan Emosional*) emotion recognition. Then, two emotion pictures (happy and sad) are

shown and students are asked to give statements about possible solutions or actions they can take if their friends experience those two emotions.

- d. KSE 2 Empathy, product and content differentiation continuing the opportunity activity. The teacher includes KSE 2 Empathy and differentiation in product and content to continue the opportunity activity so that students can understand others' feelings, express ideas creatively, and learn based on their own abilities and interests. This helps build empathy, teamwork, and deeper understanding of the lesson.

4. Collecting the data

- a. Students are grouped based on their learning readiness. The teacher groups students based on their learning readiness to ensure that each student learns according to their ability and understanding level. This helps the teacher provide suitable support, makes learning more effective, and allows students to progress at their own pace with confidence.

The grouping based on students' learning readiness

as follows:

Learning readiness	Students have understood the main idea and relevant details related to the procedure text material	Students only understand the main idea and related to the procedure text material	Students have not yet understood the main idea and relevant details related to the procedure text material
Student's name			
process	Students work on more challenging questions that apply the concepts of main idea and relevant details related to procedural text material in daily life. The students work independently and check each other work	1. the teacher explains the definition of a procedure text, its main idea, and relevant details. 2. students are given exercise to work in groups to understand the main idea and relevant details related to the procedure text material.	3.if they experience difficulties, students are asked to ask three friends before asking the teacher directly. Occasionally, the teacher will accompany the groups to ensure that no misconceptions occur.

Grouping students based on learning interest:

Interest	Sports	Handicraft	mathematics	science
Students name				
Product	Students write a	Students make a	Students write a	Students write a procedure

	procedure text about how to dribble a ball in a futsal game	simple procedure text about how to make a pencil holder from used bottles	procedure text about how to use a calculator application	text about how to use a body temperature measuring device (thermometer)
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Grouping students based on learning profiles:

Learning readlines	Visual	Audio	kinesthetic
Students name			
Product	Students are allowed to choose how to demonstrate their understanding of procedure text		
process	When explaining, the teacher uses many pictures or visual aids(check it out through this link: https://youtu.be/avz84TxvRL80)	The teacher gives students the opportunity to find learning sources about procedure text that can be listened to audiohttps://youtu.be/G0gQUUnm-Z8	The teacher demonstrates how to make a cup of coffee and students imitate and modify it in their own way

5. Processing the data

- a. Students discuss in their respective groups to understand the material in the student worksheet (LKPD) with guidance from the teacher. This activity encourages collaboration, critical thinking, and sharing of ideas, while the teacher's guidance ensures that students stay on track and grasp the main concepts correctly.
- b. Students in groups observe the contextual material that has been arranged in the student worksheet (LKPD)
- c. Students may review the teaching material (handout) that has been provided as a learning resource to help them understand the material worksheet (LKPD)

6. Verification

- a. Students find and summarize the results of the discussion on the worksheet (LKPD) and record them in their notebooks. This activity strengthens comprehension, reinforces learning, and develops students' ability to express ideas clearly in written form.
- b. Students are guided to complete the worksheet until it is ready to be presented in front of the class. This helps students organize their ideas, build confidence, and practice communication skills while ensuring they understand the material thoroughly.

- c. Students present the results of their discussion, while other groups listen and may give opinions or ask questions. So they can practice speaking and sharing ideas, while other students listen, give opinions, or ask questions to develop critical thinking, active listening, and collaborative learning skills.
- d. Students provide feedback and correct the result of other groups' presentations. To develop their critical thinking, analytical skills, and ability to evaluate ideas constructively, while also reinforcing understanding of the lesson content.
- e. Students are given appreciation for completing their presentation and participating in the question and answer session. To motivate them, build confidence, and encourage active participation in future learning activities.

7. Drawing conclusions

- a. Students together with the teacher review the material from the worksheet (LKPD) and correct the answers from groups that show misconceptions. To ensure accurate understanding, clarify difficult points, and reinforce correct knowledge for all students.

- b. Students make conclusions about the lesson. To help them summarize key points, solidify understanding, and connect what they have learned to the main objectives of the lesson.

c) Closing Activity (10 Minutes)

1. Students and the teacher reflect on the learning process that has taken place. Identify strengths and areas for improvement, and encourage students to think about how they can apply the knowledge or skills in the future. This helps improve self-awareness, learning strategies, and overall understanding.
2. Students write down their learning experiences after completing the lesson. The teacher asks students to write down their learning experiences to help them reflect on what they have learned, recognize their progress, and express their thoughts and feelings about the lesson. This activity strengthens self-reflection, critical thinking, and personal growth in learning.
3. Students are given information about the topic to be studied in the next meeting. The teacher provides students with information about the next topic to prepare them in advance, activate prior knowledge, and create curiosity and readiness for the upcoming lesson. This helps students engage more effectively and connect new learning to what they already know.
4. Students and the teacher end the learning activity with greetings and prayers. The teacher and students end the learning activity with

greetings and prayers to create a respectful and positive closure, promote good habits, and foster a sense of gratitude and community in the classroom.

Based on the findings related to the second research question, it can be concluded that the English teacher developed the learning stages in teaching reading comprehension in a systematic, well-structured, and student-centered manner in accordance with the Merdeka Belajar Curriculum. The learning process was clearly organized into preparation, main activity, and closing activity, with the main activity implemented through the stages of Discovery Learning, including stimulation, problem identification, data collection, data processing, verification, and drawing conclusions.

Throughout these stages, the teacher integrated differentiated instruction based on students' readiness, interests, and learning profiles, as well as social and emotional learning, to accommodate diverse learning needs. The use of varied strategies, media, collaborative group work, reflection, and continuous feedback effectively supported students' active engagement, critical thinking, and deeper understanding of procedure texts. Overall, these findings indicate that the teacher intentionally designed learning activities to foster meaningful participation, strengthen reading comprehension skills, and promote holistic

student development in line with the goals of the Merdeka Belajar Curriculum.

C. Discussion

Based on the explanations above, it can be understood that the learning stages presented in the English teaching module have been systematically arranged to support the teaching of reading comprehension. The module follows three essential phases Pre-Activity, Main Activity, and Post-Activity which together form a coherent instructional flow. These stages reflect the principles of the Merdeka Belajar Curriculum, particularly in encouraging active participation, independent learning, and deeper engagement with the text. Although this study only analyzes the written document and does not observe classroom implementation, the organization of the learning stages shows that the module offers a clear and structured model that can guide teachers in conducting effective reading comprehension instruction. Therefore, the discussion above highlights how the learning stages, as designed in the module, contribute to a meaningful and student-centered reading process.

1. What are English Teacher's Stages in Teaching Reading Comprehension?

The findings of this study indicate that the English teacher implemented structured learning stages in teaching reading

comprehension, consisting of pre-activity, whilst-activity, and post-activity. This finding is in line with the study conducted by Amiruddin, who found a significant relationship between the implementation of the Merdeka Belajar Curriculum and students' learning activities, emphasizing that well-planned learning stages encourage active student participation. Similar to Amiruddin's findings, the present study shows that the pre-activity stage was designed to activate students' prior knowledge and prepare them for learning, which helped increase their readiness and engagement.¹

Furthermore, Amiruddin's study highlighted that student-centered learning activities during the main learning process support students' involvement and understanding. This is consistent with the findings of the present study, where the teacher applied various student-centered strategies such as group discussions and differentiated tasks during the whilst-activity stage to help students identify main ideas and analyze the reading text. In addition, Amiruddin emphasized that reflective activities are important in strengthening learning outcomes within the Merdeka Belajar Curriculum. Likewise, the post-activity stage in this study provided opportunities for students to reflect on their learning, draw

¹ Amiruddin, "The Relationship between the Implementation of Merdeka Belajar Curriculum and Students' Learning Activities," *Journal of Education and Learning* 5, no. 2 (2023): 45–50.

conclusions, and relate the text to real-life contexts. Therefore, when compared with Amiruddin's research, the findings of this study reinforce the view that systematic learning stages aligned with the Merdeka Belajar Curriculum contribute to active learning and effective reading comprehension instruction.

2. How Do Teacher Develop Learning Stages in The Teaching Reading Comprehension?

The findings related to the second research question show that the English teacher developed learning stages in a systematic, structured, and student-centered manner in accordance with the principles of the Merdeka Belajar Curriculum. This finding is consistent with the study conducted by Puspa Nurmasiyah, which revealed that the implementation of the Merdeka Curriculum encourages active student learning activities through well-planned and meaningful learning processes.² In line with Puspa's findings, the present study shows that the teacher organized learning activities into clear stages and integrated student-centered strategies, differentiated instruction, and social-emotional learning to accommodate students' diverse needs.

Furthermore, Puspa emphasized that effective implementation of the Merdeka Curriculum supports students' engagement and active participation in learning. Similarly, the

² Puspa Nurmasiyah, "Implementation Merdeka Curriculum of Learning to Students' Learning Activities," *Holistic Science* Vol. 3 No. 1 (2023): 44

results of this study indicate that the use of varied strategies, collaborative group work, reflection, and continuous feedback helped foster students' active engagement, critical thinking, and deeper comprehension of procedure texts. Therefore, when compared with Puspa Nurmasyitah's study, the findings of this research reinforce the view that the systematic development of learning stages aligned with the Merdeka Belajar Curriculum plays an important role in supporting meaningful learning and holistic student development.

D. Limitation of the Study

As with other studies, this study also has several limitations, including:

1. One limitation of this study is that the researcher used only one teaching module as the data source, which limited the understanding of learning stages used by different teachers or in different school contexts within the Merdeka Belajar Curriculum.
2. This study relied only on document analysis, so the researcher could not observe how the learning stages were actually implemented in the classroom, which became an obstacle in comparing planning with real teaching practice.
3. The study focused only on learning stages, which limited the researcher's ability to examine other important aspects such as teacher–student interaction, assessment practices, and classroom dynamics during the learning process.

4. The findings cannot be generalized, because the research did not include multiple data sources such as interviews, observations, or additional learning materials.
5. Time and scope limitations restricted the depth of analysis, so the study only describe and interpreted the stages provide in the module without comparing them to other teaching models or practices.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the research conducted by researcher with titled “The Implementation of Learning Stages Development in The Merdeka belajar Curriculum for Teaching Reading Comprehension” it was concluded that:

1. Based on the research findings, it can be concluded that the English teacher’s learning stages in teaching reading comprehension consist of three main parts: Pre-Activity, Main Activity, and Post-Activity. These stages form a structured learning flow in which the Pre-Activity prepares students by activating prior knowledge and introducing the topic, the Main Activity engages students in understanding and analyzing the text through various reading activities, and the Post-Activity encourages reflection and conclusion-making. Overall, this structured sequence supports students’ reading comprehension, active participation, and critical thinking.
2. Based on the research findings, it can be concluded that the teacher develops each learning stage in accordance with the principles of the Merdeka Belajar Curriculum. The Pre-Activity focuses on activating students’ prior knowledge and readiness, the Main Activity engages students in exploration, discussion, and text analysis through varied and differentiated tasks, and the Post-Activity encourages reflection and strengthens learning outcomes. This student-centered approach

emphasizes active participation, independent learning, flexibility, and meaningful learning, showing that the teacher intentionally designs the learning process to support students' autonomy and critical thinking.

B. Implications of Research Results

Based on the findings of this study on the development of learning stages in the Merdeka Belajar Curriculum for teaching reading comprehension of procedure texts, there are several implications that can be utilized by different stakeholders. These implications are mainly related to how learning stages are designed in the lesson module so that they can support the achievement of learning objectives and align with the principles of the Merdeka Belajar Curriculum.

1. For English Teacher: The findings of this study can be used as a reference for designing more systematic stages in teaching reading comprehension. A well-organized sequence of pre, whilst, and post-activities can help students understand the material more effectively, while student-centered learning and varied activities support active engagement and deeper comprehension.
2. for module developers and curriculum teams: The results of this study emphasize the importance of clear and complete learning stages in lesson planning documents. Learning modules should present learning objectives, activities, and assessments in a clear and aligned way to ensure effective implementation and achievement of reading comprehension goals within the Merdeka Belajar Curriculum.

3. for schools or educational institutions: This study can support academic supervision by emphasizing the importance of high-quality lesson planning. Schools can encourage the use of clear, student-oriented lesson modules that support reading literacy and facilitate discussions or workshops to strengthen the implementation of the Merdeka Belajar Curriculum.
4. for researchers and education practitioners: the findings of this study may provide both theoretical and practical contributions related to the development of learning stages in the context of the Merdeka Belajar Curriculum. This research shows that analyzing planning documents such as lesson modules is important as a basis for developing more effective learning models, especially in teaching reading comprehension. Thus, this study is expected to become an initial reference for further research that aims to develop or examine the effectiveness of learning stages in classroom practice.

C. Recommendations

Based on the conclusions and implications of the study, the researcher proposes several suggestions that are expected to be beneficial for various parties involved in the implementation of reading comprehension instruction in the Merdeka Belajar Curriculum:

1. For Teacher: Teachers are encouraged to continuously improve their ability to design systematic learning stages that match students'

characteristics. They should ensure coherence between pre, whilst, and post-activities, use creative strategies to support reading comprehension, and reflect on their lesson planning and classroom practices based on this study.

2. For module developers and those who design learning materials: It is recommended that module developers focus on the clarity and detail of learning steps in each stage, from motivating pre-activities to reflective closing activities. They should also provide varied, contextual examples and ensure alignment between learning objectives, materials, and assessment to support students' reading literacy.
3. For schools or educational institutions: It is suggested that schools provide stronger support for teachers through training, mentoring, and forums for sharing best practices. Activities such as workshops, teacher discussions, and academic supervision can help teachers design higher-quality lesson plans and improve the effectiveness of teaching reading comprehension.
4. For future researcher: It is recommended that future studies conduct broader and deeper research on learning stage development in the Merdeka Belajar Curriculum. Combining document analysis with classroom observation, interviews, and comparative studies can provide a more comprehensive understanding of learning stage implementation and its impact on students' motivation and reading comprehension.

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MODUL AJAR BERDIFERENSIASI

A. IDENTITAS

Nama Sekolah	: SMA
Kelas/Semester	: X (Sepuluh) / Ganjil
Alokasi Waktu	: 2 x 90 menit
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Procedure Text
Fase	: E

B. KOMPETENSI INTI

1. Beriman, Bertaqwa kepada Tuhan yang Maha Esa dan Berakhlak Mulia melalui berdoa di awal dan akhir kegiatan pembelajaran.
2. Bernalar kritis yang ditandai dengan kemampuan mengidentifikasi ide pokok, informasi detil, dan informasi tersirat dari sebuah procedure.
3. Kreatif dalam memilih atau menentukan makanan apa yang akan didemokan dalam bentuk video tutorial berbentuk procedure text.

C. CAPAIAN PEMBELAJARAN

Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

D. TUJUAN PEMBELAJARAN

1. Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan dan tertulis berbentuk teks prosedur (Prosedur text)
2. Menganalisa makna tersurat ragam teks lisan dan tertulis teks Prosedur (Procedure text)

3. *PSE : Mengidentifikasi dan mengeksplorasi cara pengelolaan emosi dengan praktek Kesadaran Penuh (Mindfulness)*

Model Pembelajaran	Discovery Learning (Berdiferensiasi)
Nilai KSE yang dicapai	Kesadaran Diri, Pengenalan Emosi, Empati dan Rasa Syukur

E. LANGKAH-LANGKAH PEMBELAJARAN

KEGIATAN	DESKRIPSI	ALOKASI WAKTU
<i>Kegiatan Pendahuluan</i>	<ol style="list-style-type: none"> 1. Guru memberikan salam dan meminta salah satu peserta didik untuk memimpin doa bersama sebelum memulai kegiatan pembelajaran 2. Guru mengecek kehadiran peserta didik, memeriksa kelengkapan atribut dan kebersihan kelas. 3. Peserta didik diberikan pertanyaan pemantik agar termotivasi melanjutkan materi pembelajaran 4. Guru mengajak murid untuk hening sejenak dengan latihan bernapas; dapat menggunakan STOP, five finger breathing, 	<i>20 menit</i>

	<p>body scanning, dan menutup dengan gratitude note.</p> <p>5. Guru memberikan pertanyaan pemantik</p> <p>6. Peserta didik diarahkan untuk mengingat kembali materi yang berkaitan dengan tujuan pembelajaran.</p>	
<i>Kegiatan inti</i>	<p>Tahap 1: Persiapan</p> <p>1. Peserta didik diberikan penjelasan tentang materi yang akan dipelajari, tujuan pembelajaran yaitu memahami ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda dalam bentuk procedure text</p> <p>2. Peserta didik diberikan penjelasan tentang desain kegiatan pembelajaran yang akan dilaksanakan.</p> <p>3. Peserta didik diberikan penjelasan teknik penilaian yang akan dilakukan pada kegiatan pembelajaran.</p> <p>4. Peserta didik diberikan penjelasan manfaat yang akan diperoleh terkait dengan materi procedure text.</p> <p>Tahap 2: Stimulasi</p> <p>1. Peserta didik diberikan pertanyaan pemantik menggunakan</p>	<i>60 menit</i>

	<p>aplikasi jamboard terkait materi procedure text.</p> <p>2. Peserta didik diarahkan untuk membaca buku referensi terkait materi procedure text</p> <p>Tahap 3: Identifikasi Masalah</p> <p>1. Peserta didik diarahkan untuk memahami ide utama dan detail relevan dari diskusi atau presentasi lisan mengenai topik yang dekat dengan kehidupan sesuai procedure text.</p> <p><i>STOP sejenak</i></p> <ol style="list-style-type: none"> 1. Siswa melakukan teknik STOP (rileks) dipandu guru 2. Sebagai ice breaking dilakukan tebak-tebakan emosi (disajikan gambar emosi, kemudian siswa menebak emosi pada gambar) <p><i>KSE 1 Pengenalan Emosi</i></p> <ol style="list-style-type: none"> 1. Kemudian diberikan 2 gambar emosi (senang dan sedih), siswa memberikan pernyataan berupa solusi yang dapat dilakukannya jika temannya mengalami 2 emosi pada gambar. <p><i>KSE 2 Empati</i></p> <p><i>Diferensiasi Produk dan Konten</i></p> <p>Melanjutkan kegiatan kesepakatan</p>	
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	<p>Tahap 4: Mengumpulkan data</p> <ol style="list-style-type: none"> 1. Peserta didik dibentuk berkelompok berdasarkan kesiapan belajar 2. Pembagian kelompok dari kesiapan belajar peserta didik <p>Tahap 5:</p> <ol style="list-style-type: none"> 1. Peserta didik berdiskusi di kelompok masing-masing memahami materi pada LKPD dengan bimbingan. 2. Peserta didik dalam kelompoknya mencermati materi kontekstual yang telah disusun dalam LKPD 3. Peserta didik dapat membuka kembali materi ajar/<i>handout</i> yang telah disampaikan sebagai sumber belajar dalam memahami materi dalam LKPD. <p>Tahap 6: Pembuktian</p> <ol style="list-style-type: none"> 1. Peserta didik menemukan dan menyimpulkan hasil diskusi pada LKPD dan mencatatnya pada buku tulis. 2. Peserta didik dibimbing untuk menyelesaikan LKPD hingga siap untuk dipresentasikan di depan kelas. 3. Peserta didik mempresentasikan 	
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	<p>hasil diskusi, sedangkan kelompok lain menyimak dan dapat memberikan pendapat atau bertanya</p> <ol style="list-style-type: none"> 4. Peserta didik saling memberikan masukan dan mengoreksi hasil presentasi kelompok lain. 5. Peserta didik diberikan penghargaan telah melaksanakan presentasi dan melakukan tanya jawab. <p>Tahap 7: Menarik kesimpulan</p> <ol style="list-style-type: none"> 1. Peserta didik bersama-sama guru melakukan pembahasan dari materi dalam LKPD dan saling mengoreksi jawaban kelompok yang memunculkan miskonsepsi. 2. Peserta didik membuat kesimpulan dari pembelajaran. 	
<p><i>Kegiatan Penutup</i></p>	<ol style="list-style-type: none"> 1. Peserta didik dan guru melakukan refleksi terhadap proses pembelajaran yang telah berlangsung. 2. Peserta didik menuliskan pengalaman belajar mereka setelah melaksanakan proses pembelajaran. 3. Peserta didik diberikan informasi 	<p><i>10 menit</i></p>

	<p>tentang materi yang akan dipelajari pada pertemuan berikutnya.</p> <p>4. Peserta didik dan guru mengakhiri kegiatan pembelajaran dengan salam dan berdoa.</p>	
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F. PEMBAGIAN KELOMPOK BERDASARKAN KESIAPAN BELAJAR

Kesiapan Belajar	Peserta didik telah memahami ide utama dan detail relevan terkait materi procedure	Peserta didik hanya memahami ide utama terkait materi procedure text	Peserta didik belum memahami ide utama dan detail relevan terkait materi procedure text
Nama Murid			
Proses	<p>Peserta didik mengerjakan soal-soal yang lebih menantang yang mengaplikasikan konsep ide utama dan detail relevan terkait materi procedure text dalam kehidupan sehari-hari. Peserta didik bekerja secara mandiri dan saling memeriksa pekerjaan masing-masing.</p>	<ol style="list-style-type: none"> 1. Guru menjelaskan definisi procedure text, ide utama dan detail relevan 2. Peserta didik diberi latihan untuk berkelompok memahami ide utama dan detail relevan terkait materi procedure text 3. Jika mengalami kesulitan, peserta didik diminta mengajukan pertanyaan kepada 3 teman sebelum bertanya langsung kepada guru. Sesekali guru akan mendampingi kelompok untuk memastikan agar tidak terjadi miskonsepsi. 	

1. Pembagian kelompok berdasarkan minat belajar yaitu:

Minat	Olahraga	Prakarya	Matematika	Sains
Nama Peserta Didik				

Produk	Peserta didik membuat sebuah tulisan procedure text mengenai bagaimana cara menggiring bola dalam permainan futsal	Peserta didik membuat sebuah tulisan procedure text mengenai bagaimana cara membuat tempat pensil dari botol minuman bekas	Peserta didik membuat sebuah tulisan procedure text mengenai bagaimana menggunakan aplikasi geogebra	Peserta didik membuat sebuah tulisan procedure text mengenai bagaimana menggunakan alat pengukur suhu tubuh termometer
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2. Pembagian kelompok berdasarkan profil belajar yaitu:

Kesiapan Belajar	Visual	Audio	Kinestetik
Nama Peserta Didik			
Produk	Peserta didik diperbolehkan memilih cara mendemonstrasikan pemahaman mereka tentang procedure text.		
Proses	Saat menjelaskan, guru banyak menggunakan gambar atau alat bantu visual (Check it out through this link) https://youtu.be/avz84TxvRL8	Guru memberikan kesempatan kepada peserta didik untuk mencari sumber belajar mengenai procedure text yang dapat didengarkan oleh peserta didik https://youtu.be/G0gQUUnm-Z8	Guru mendemonstrasikan cara membuat secangkir kopi dan peserta didik menirukan dan memodifikasi menggunakan cara mereka masing-masing.

G. ASESMEN FORMATIF

1. Penilaian Sikap (Pengamatan)

NO	Nama Siswa	Dimensi P5	MB	SB	BSH	SAB	Ket
		<ul style="list-style-type: none"> Beriman dan Bertakwa Kepada Tuhan Yang Maha Esa dan berakhlak mulia Bernalar Kritis 					

		• Kreatif					

2. Penilaian Pengetahuan dan Keterampilan

Penilaian	Teknik	Bentuk Instrumen	Waktu Pelaksanaan	Tujuan
Pengetahuan	Tes Tertulis	LKPD	Selama Proses Pembelajaran	Penilaian Pencapaian Pembelajaran
	Tes Tertulis	Soal	Akhir Proses Pembelajaran	Penilaian Pencapaian Pembelajaran
Keterampilan	Portofolio	LKPD	Selama Proses Pembelajaran	Penilaian Pencapaian Pembelajaran
	Praktik	Lembar pengamatan presentasi	Selama Proses Pembelajaran	Penilaian Pencapaian Pembelajaran

Asesmen Sumatif

Penilaian	Teknik	Bentuk Instrumen	Waktu Pelaksanaan	Tujuan
Pengetahuan	Tertulis	Soal Pilihan Ganda	Setelah Pembelajaran	Penilaian Untuk Pembelajaran

A. Refleksi

Setelah kegiatan pembelajaran selesai, guru mengajak peserta didik untuk melakukan refleksi. Guru juga bisa melakukannya sambil mengevaluasi kemampuan seluruh peserta didik. Jika ada di antara peserta didik yang menjawab “no” atas pertanyaan dalam refleksi, guru perlu mempertimbangkan cara mengatasinya untuk diterapkan baik pada pembelajaran berikut atau di luar kelas.

Refleksi Peserta Didik

1. Tuliskan 3 hal yang kamu pelajari
2. Tuliskan 2 hal yang kamu anggap menarik
3. Tuliskan 1 pertanyaan yang kamu miliki tentang pembelajaran ini

Refleksi Guru

1. Tuliskan 3 hal yang sudah saya lakukan dengan baik pada pembelajaran ini
2. Tuliskan 2 hal yang saya dapat perbaiki di pelajaran berikutnya
3. Tuliskan 1 hal yang akan saya gali lebih dalam (materi, cara mengajar, kemampuan siswa)

LKPD PESERTA DIDIK

TUJUAN PEMBELAJARAN

Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan dan tertulis berbentuk teks Prosedur (Procedure text)

Answer the following questions orally

1. What is procedure text?
2. What is the purpose of procedure text?
3. Mention one of your favourite drink
4. Explain how you make yourself
5. Mention one of your favourite food
6. Explain how you make yourself
7. Look at the following picture. Do you like it? Can you make yourself?

Explain with your own word how to make it



8. Mention one example of modern food you have tried
9. Mention the ingredients
10. Explain how to make it

LKPD PESERTA DIDIK

TUJUAN PEMBELAJARAN

Menganalisa makna tersurat ragam teks lisan dan tertulis teks Prosedur (Procedure text)

Name : _____

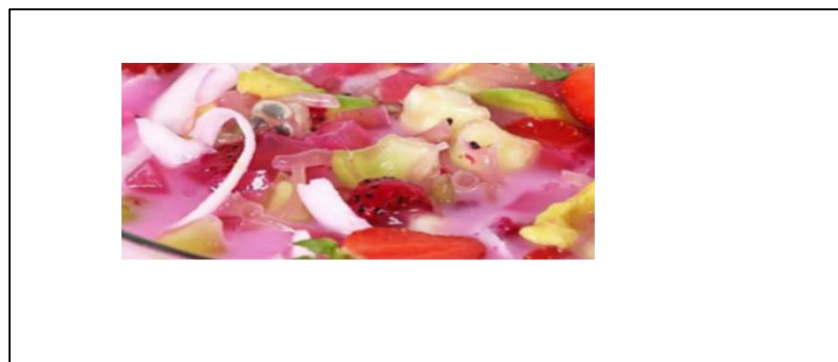
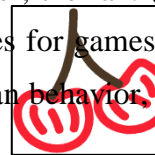
Class : _____

Read the following text and then write the conclusion on your notebook

Procedure Text

Definition of Procedure Text

There are three definition about procedure text : (1) Texts that explain how something works or how to use instruction / operation manuals, e.g. how to use the video, the computer, the tape recorder, the photocopier, the fax. (2) Texts that instruct how to do a particular activity, e.g. recipes, rules for games, science experiments, road safety rules. (3) Texts that deal with human behavior, e.g. how to live happily, how to succeed.



HOW TO MAKE A FRUIT ICE

Materials :

Mango

Avocado

Sugar

Water

Milk

Ice

Apple

Strawberries

Wine

Jackfruit

Steps :

First, Cut the fruit round or dice. Then, Scratching the flesh of a melon. After that boil sugar with water until cooked for about 30 minutes. Next, Put in serving glasses that have been cut round pieces or dice. Then, to taste Pour the sugar water, put ice cubes and put milk on ice fruit. Last, put the decorations on the glass with a piece of strawberry on it.

ASESMEN SUMATIF

Listen carefully and then answer the following questions
(the link source “ <https://youtu.be/LxLNDpdHXaE> ”)

1. What does the text tell you about?
 - a. Writing email
 - b. Signing in website
 - c. Activating a computer
 - d. Making email address

2. When do you click sign me up?
 - a. After you activate the internet
 - b. When you see the email page on the monitor
 - c. Before you write the website that provide the email facility
 - d. After you see your email address on the monitor

3. What do you do after answering all the questions?
 - a. Click sign me up
 - b. Write your email address
 - c. See your email address
 - d. Click submit this form

4. What are needed to prepare plain white rice?
 - a. 2 cups of rice and 3 cups of water
 - b. 3 cups of rice and 2 cups of water
 - c. 2 cups of rice, 2 cups of water and a little of sugar
 - d. 2 cups of rice, 2 cups of water and a little of salt

5. When do you put the rice?
 - a. When the water is boiling
 - b. After you put the water into sauce pen
 - c. Before you put the salt into the water
 - d. After you cover the pan with the lid

6. The rice is cooked.....
 - a. After you cook for 20 minutes
 - b. When the water is boiling
 - c. When the water is absorbed
 - d. After you cover the pan

7. The speaker guides us to make.....
 - a. The magic clips
 - b. The magic paper clips
 - c. A kind of magic paper

d. A kind of plastic clips

8. How many paper clips do you need?

a. 1

b. 2

c. 3

d. 4



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Lamp : -
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Pembimbing Skripsi

08 Mei 2025

Yth.

1. **Fitri Rayani Siregar, M.Hum** (Pembimbing I)
2. **Yusni Sinaga, S.Pd., M.Hum** (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Anisah Nurwani Hsb
NIM	: 2120300002
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Implementation of Learning Stages Devaioption in the Merdeka Belajar Curriculum for Teaching Reading Comprehension

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor 112 Tahun 2025 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik
dan Kelembagaan

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