

**ENGLISH TEACHERS' PERCEPTIONS
ON THE REDUCTION OF ENGLISH LESSON HOURS
IN SENIOR HIGH SCHOOL**

A PAPER

Submitted as a Partial Fulfillment of the Requirements for the Bachelor of
Education Degree in English Education Program of IPI Garut



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PERNYATAAN

Dengan ini, peneliti menyatakan bahwa skripsi yang berjudul “**English Teachers’ Perceptions of the reduction of English lesson hours in senior high schools**” benar- benar ditulis oleh peneliti. Kutipan dari sumber lain telah dilakukan berdasarkan aturan kutipan sesuai dengan etika ilmiah yang berlaku. Oleh karena itu, isi beserta segala kelengkapannya merupakan karya asli peneliti. Dalam hal ini, jika ditemukan hal- hal yang tidak sesuai, peneliti bertanggung jawab dan bersedia menerima segala resiko dan sanksi apapun.

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DECLARATION

The researcher hereby declares that this paper entitled **“English Teachers’ Perceptions of the reduction of English lesson hours in senior high schools”** was really written by the researcher. Quotation from other sources have been carried out based on citation rules in accordance with applicable scientific ethics. Therefore, the content of this paper and all its completeness are original works of the researcher. In this case, if things are found that are not suitable, the researcher will be responsible and willing to accept any risks and sanctions.

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PREFACE

In the name of Allah SWT, the beneficent and the merciful. All praises are merely to the Almighty Allah SWT, the Lord of the world, for the gracious mercy and tremendous blessing that enable the writer to accomplish this paper. This paper entitled **“English teachers’ perceptions on the reduction of English lesson hours in senior high school”**, is submitted to fulfill one of the requirements in accomplishing the Sarjana Pendidikan Degree at the English Education Program in Indonesian Education Institute (IPI) Garut.

The writer realizes that this paper is still far from being perfect. There might be some mistakes, shortcomings, and inaccurate ideas. Therefore, the writer would like to welcome any constructive comments, corrections, and suggestions which would encourage for the further study.

Finally, the writer hopes this paper can give valuable contribution in teaching and learning to writer and readers.

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ABSTRAK

Bahasa Inggris merupakan bahasa universal karena digunakan oleh sebagian besar negara di dunia sebagai bahasa utama. Oleh karena itu, pengurangan jam pembelajaran pada bahasa Inggris masih menjadi perdebatan. Penelitian ini bertujuan untuk mengetahui persepsi guru terhadap adanya pengurangan jam pembelajaran bahasa Inggris ini dan juga strategi mengatasinya. Metode penelitian ini menggunakan metode kualitatif. Ini adalah studi kasus. Setting penelitian ini dilakukan di salah satu SMA di Tasik dan Garut. Subjek penelitian ini adalah dua guru bahasa Inggris. Penelitian ini menggunakan instrument wawancara sebagai pengumpulan data. Teknik analisis data menggunakan tiga tahap yaitu reduksi data, penyajian data, verifikasi/ kesimpulan. Hasil penelitian menunjukkan bahwa guru menyetujui adanya kebijakan ini dan guru merasa ada pengaruh positif dari adanya pengurangan jam pembelajaran bahasa Inggris.

Kata Kunci: Kurikulum Mandiri, Pembelajaran Bahasa Inggris, Persepsi Guru

ABSTRACT

English is a universal language because it is used by most countries in the world as the main language. Therefore, reducing learning hours in English is still a matter of debate. This research aims to determine teachers' perceptions of the reduction in English learning hours and strategies to overcome them. This research method uses qualitative methods. This is a case study. The setting for this research was carried out at one of the high schools in Tasik and Garut. The subjects of this research were two English teachers. This research uses an interview instrument for data collection. The data analysis technique uses three stages: data reduction, data presentation, and verification/conclusion. The research results show that teachers agree with this policy, and teachers feel there is a positive influence from reducing English learning hours.

Keywords: *Independent Curriculum, Learning english, Teacher perception*

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CHAPTER 1

INTRODUCTION

1.1. Background of the Study

In English language learning, the issue that colors the pros and cons of implementing English language learning is still the issue of whether or not English is taught in schools. This issue continues to develop to this day, and this creates confusion for English educators or teachers. (Maili & Hestningsih, 2017)) stated that there are several schools that do not support the existence of English language lessons. This can be seen from the lack of facilities that support the creation of a pleasant English learning atmosphere, as well as the lack of training provided for educators. Meanwhile, Chomsky in (Saepuloh & Salsabila, 2022) stated that everyone has a means for learning a language, which is called a language acquisition device. This means that English needs to be learned, seeing English as an international language, so that in education in Indonesia, the ability to speak English is one of the skills that must be mastered by students from the start (Wijaya, 2015).

However, in the current situation, the government has a slogan to prioritize Indonesian: "Preserve Regional Languages and Master Foreign Languages" (Alfarisy, 2021). This shows that mastery of Indonesian itself is a priority, but foreign languages are still mandatory to learn. Regarding this topic, the number of English hours in senior high school is being created it is related to kurikulum merdeka. The government's policy in the Merdeka curriculum this time states things very clearly: instead of wanting to create a future generation that can compete at the international level in the era of globalization, learning English at the high school level has new rules, namely regarding reducing learning hours, and one of them is in English lessons. As stated (Mulyasa, 2023) in the implementation of the MerdekaCurriculum, there is a reduction in the learning load a reduction in learning hours, especially face-to-face learning hours in the

classroom. In general, English lesson hours are The previous curriculum allocated for English language education at the high school level was 2 hours per week (Alfarisy, 2021). Meanwhile, the time allocation for each subject in the Merdeka curriculum is divided into two learning activities, namely intracurricular learning and learning in the form of Pancasila student projects, amounting to 25% (Anggara et al., 2023). So teachers have to find solutions to ensure that learning is still delivered well, even though there are reductions in these subjects.

There are several previous studies related to the implementation of English language learning that discuss the status of English language learning and learning hours in English language subjects related to the current independent curriculum. (Yulizar & Hasibuan, 2022) states that until now, English is still a subject that must be proven by a national exam, which still includes English as one of the mandatory exams. Apart from that, Tambusai & Nasution (2022) also said that for high school (SMA) students, English is a mandatory subject taught to develop students' knowledge, language skills, and positive attitudes towards English. So that the English language taught is presented in an interesting, quality manner and in accordance with existing developments. By making English a compulsory subject in Indonesia, students can develop their ability to absorb new knowledge outside their own country. This is proven by the many people who are able to achieve success by using English. Mastering a language, which in fact is the most common language in the world, is, of course, our main capital to expand our relationships to all corners of the world. Another advantage of making English a compulsory subject is that it can also raise the ability level of Indonesian students. Regarding the allocation of time for learning English, it is also still a matter of debate due to the changes that occur due to changes in the curriculum. (Mulyani, 2015) stated that several things that are of concern and problem are the reduction in the number of hours per week. From 4 hours face-to-face per week to 2 hours face-to-face per week.

From the previous studies above, it is clear that the policy of English credit hours must also be discussed to the most important agent, that is teachers. Hence,

this study is an attempt to investigate the reduction of English hours in senior high school level seen from the eyes of the teachers.

1.2. Reason for Choosing the Topic

The topic of reducing English teaching hours in senior high schools was chosen to explore and understand English teachers' perceptions, highlighting the potential for educational quality and overall student development in the context of changing curriculum structures.

1.3 Research Question

How do teachers perceive the reduction of english learning hours?

1.4 Research Objective

Based on the explanation above, there is a problem regarding the effect of reducing English learning hours. Therefore, this research aims to find out the opinions of teachers regarding changes in the reduction in learning hours so that they will know the impact on students' knowledge results.

1.5 Significance of the Study

This research was conducted to provide the following benefits:

For students, this research can help them streamline their time studying English so they can understand concepts.

For teachers, it is hoped that this research can help teachers express their thoughts on current English learning and make English learning time more effective. Teachers can also use research results to improve their teaching methods, which allows them to provide more effective instruction in less time.

For educational outcomes (better understanding), this research can provide researchers with new insights into how students learn languages so they can develop better teaching strategies in the future. (Improved quality of life) Students may have more time to explore other interests and talents outside the school

curriculum, which in turn may improve their overall quality of life. (Deeper knowledge) This research can open a wider discussion about the role of English in educational curricula, deepening understanding of the importance of English in today's global context.

1.6 Definition of terminology

Curriculum: a curriculum is a collection or system of plans and arrangements regarding learning materials that can guide learning and teaching activities. Perception: is giving meaning to sensory stimuli (sensory stimulation).

English subject in Senior high school: In senior high school, English is a core subject that focuses on language skills, literature, and communication. Students typically study grammar, vocabulary, reading comprehension, and writing.

English policy of english english hour in Senior high school: The policy on learning hours for English language subjects at the high school level is allocated to 2 hours per week by dividing these learning hours into extracurricular activities and projects to strengthen the Pancasila student profile, so that the original English learning time is only 1 hour in one week.

Status of english in Senior high school: English has become a compulsory subject in high school. This integration is carried out on the grounds that all high school students are expected to be able to reach an informational level in English

CHAPTER II

LITERATURE REVIEW

2.1 General Remarks

This chapter provides an overview and discussion of the theoretical basis of the research. The first part summarizes an explanation of the development of English lesson policy. The second part discusses perception. The third section discusses curriculum and English curriculum development. The last one discusses previous studies.

2.2 The Development of English Lesson Policy

Language policy is an issue of critical importance occurring in the world today. Language policy lasted for approximately 50 years (Spolsky, 2004). The aim of a language policy theory is to report on speakers' choices based on the structure of government regulations known to speakers in a society (Spolsky, 2018). Language planning is a part of ideas, laws, and language policies, as well as changes in regulations and habits that are expected to achieve a planned change in language use in one or more social environments (Nekvapil, 2011). In this definition, it is stated that language policy is a part of language planning. Language planning is described as government endorsement—a long-term and conscious effort to change a language function or form in society with the aim of solving language problems (Kamwangalu, 2011) in (Ezpinoza Juanillo & Rupa Huayllapuma, 2018). As (Spolsky, 2004) states, language planning is about what choices there are in terms of language specifications, expressions, or specifications of the type or language produced by an individual, a group of individuals, or experts. Khosiyono (2019) states that language planning is a problem that must be resolved or habits that must change, how decisions are reached with respect to achieving goals and intentions, and the implementation of

results, and to each social context that is planned, it is attached. Plans for studying language planning include who the perpetrator is, what influences the behavior, the people, what end it ends in, under what conditions, what the intention is, what it involves in the decision-making process, and what the effects are (Cooper, 1994). Language planning (PB) is an effort to modify the linguistic behavior of a community, namely by deliberately planning a situation in the future regarding the use or termination of a language through regulations and laws, if language policies that give rise to regulations and laws are carried out by the government, PB can be carried out by the government (macro in nature) and other non-government parties, including individuals (micro in nature), such as national and private educational institutions, agencies, and non-governmental organizations, as well as other non-governmental bodies that relate to and care about language use in society (Kaplan et al., 2000). So, PB is the responsibility of all parties who see the interests of the wider community.

The foreign language education policy in Indonesia at the high school level is foreign language education, which was introduced in the 1952 curriculum. This curriculum was developed because the 1950-1951 curriculum was too academic and paid little attention to skills. Until now, the curriculum has undergone changes and policies regarding English language learning. Likewise, things have undergone many changes. In addition to these conditions, the latest language policy in Indonesia has increasingly placed English in a weak position with the removal of English language subjects from the 2013 curriculum at the elementary school (SD) level and the reduction of time allocated for English language lessons at the high school level, which was implemented starting in 2014. As stated by (Sujana et al., 2021) English language learning has undergone changes based on previous curricula until now, including reducing study hours from 4-5 hours per week to 2-3 hours per week in the 2013 curriculum. On the other hand, this policy It also slightly hampers the Ministry of Research, Technology, and Higher Education's goal of encouraging universities to produce scientific work of international caliber. English language skills, especially in writing scientific papers, cannot be achieved in a short time because they have to

go through a long process, namely a passion for using English, practice through trial and error, and get used to the process of submitting a paper for publication, which will definitely be marked by rejections. and revision. Such a process must, of course, start at an early age. Another language policy that limits the use of English in Indonesia is the restriction on the use of English in broadcasting, as stated in Law No. 32 of 2002 concerning broadcasting. This law states that a foreign language can only be used as a language of instruction in accordance with the needs of a broadcast program. Various current government policies to suppress the hegemony of the English language must be followed by intercultural teaching in an effort to make the Indonesian nation have a strong identity in world relations. Learning English, which will have an impact on culture shock and even widen elitist attitudes, can be avoided with the intercultural competence possessed by students because, basically, in intercultural competence, students must have knowledge of their own culture and other people's cultures and know how to bridge the differences between the two cultures. This is what is observed in their language behavior (Madya, 2013).

Development of English Teaching Based on Teaching Methods

1. In the pre-method era, English language policy in Indonesia is not only found in changes in the amount of allocation for English language education in schools but is also related to language teaching methods. English teaching is divided into three eras, namely pre-method, method, and post-method. Each era has its own characteristics, which are adapted to the conditions of students as well as the development of science at that time. The pre-method era had a distinctive characteristic, namely being practical without being able to systematically prove that certain teaching methods were better than others. This implies that in that era, teachers still did not have a strong enough theoretical basis; they only taught English using methods that they thought would better understand students through their intuition. In the pre-method era that lasted from ancient times until the 1940s, there were four methods of teaching English that developed, namely the grammar-

translation method (MTT), the direct method (ML), the compromise method (MK), and the reading method.

2. Method Era, refers to the era where teaching methods were considered the main factor in the success of learning languages other than the mother tongue (Madya, 2013). In this case, several factors outside the method are less of a concern in foreign language learning. In contrast to the pre-method era, in the method era, a theoretical basis about language, teaching, and learning must be used in a method. As stated by (Alfarisy, 2021) "the audiolingual theory was probably the first language teaching theory that openly claimed to be derived from linguistics and psychology." It is stated very directly that a teaching method must be derived from related theories, as exemplified by the audiolingual method, which is derived from linguistic and psychological theories. In this era, experts are also trying to find the best methods that can be applied by teachers. In this era, the science of language teaching is developing very rapidly because researchers are competing to find the best methods with the strongest theoretical basis to be applied in foreign language education. Various methods that have developed and emerged in this era are audio-linguistic, audiovisual, oral-situational, cognitive, and humanistic-affective methods, community language learning (silent way, suggestopedia, and total physical response (TPR) or total body response), an understanding-based method, and the presentation, practice, and production (PPP) method. These various methods emerged because researchers were competing to find the most perfect method, but what happened was that some of the shortcomings of a method gave birth to new methods that were used to cover the shortcomings of that method.

3. The Postmethod Era, or more commonly known as the postmethod era, was born from the failure to search for the best method for teaching English to every student in the world. Just imagine that Indonesia, which consists of more than 17,000 islands and hundreds of tribes and languages and also has different facilities and very different characteristics of students, is expected to apply one or several particular methods that are considered the best method for teaching

English. impossible to implement (Alfarisy, 2021). A method may feel suitable to be applied to teaching English in a place with a certain student character. The same method cannot be applied to teaching English elsewhere.

2.3 Definition Perception

Perception is a process that starts with the sense of sight until a response or assumption is formed within the individual's self so that the individual is aware of something in their environment through their senses (Mukadar et al., 2021). The term perception is used to express the lived experience of an event, whether it has been experienced or an object that has been encountered (Babista et al., 2020). Perception (from Latin perceptio, percipio) is the act of organizing, recognizing, and describing sensory information so that it is able to provide a picture and understanding of the environment. According to Robbin in Salman et al., (2022) perception is a process carried out by individuals to organize and interpret perceptions in five senses to give meaning to the environment. Based on several theories above, it can be concluded that perception is a view or assessment obtained by the human senses, and there are several aspects obtained by humans.

2.3.1 Component Perception

1. Cognitive (Confidence) According to Azwar in research by Mukadar et al., (2021) Konasi is a dynamic mental activity, or a desire or effort to achieve a goal. In determining a perception, it is shown how the actual behavior or tendency to behave, especially in a person, is related to the object he is facing. The basic assumption used in determining this is that beliefs and feelings influence behavior. What is meant here is that how people will behave in certain situations and towards stimuli will be largely determined by how aspects of beliefs (cognitive) and feelings (affective) relate to the stimulus. It can be said that conation indicators describe how individual behavioral decisions actually are towards an object that they observe.
2. Affective (feelings) comes from the word "affect," which has a special meaning in the psychology dictionary as the feelings,

2. Mental states, and emotions of an object or individual, which is said to be an effect (influencer) for someone when influenced by strong emotions within themselves. . In general, this affective indicator can be equated with the feelings one has towards an object. In general, emotional reactions, which are effective indicators, are largely determined by beliefs or what we believe to be true for the object in question. Apart from belief, it can be in the form of knowledge, also about anything that we have seen, heard, and felt, so that later it will become an understanding or thought.

3. Conative (action); this conative aspect is one of three aspects of behavior change that is expected to arise in the world of education. Regarding two other aspects in the world of education, namely the cognitive aspect, or knowledge, and the affective aspect, or students' attitudes, This psychomotor aspect is then divided into two parts, namely acting skills from eye coordination, hand and foot movements, and expression skills shown by facial expressions or speech. This conative aspect is expected to be able to control and direct the muscles appropriately to carry out movements and make appropriate statements in carrying out certain things.

2.4 English Lesson

English In Indonesia, English is usually called a foreign language. A foreign language is a language that is not used as a medium of communication in the particular country where it is taught. Foreign languages are usually taught as one of the subjects in school. (Sya & Helmanto, 2020) english has become an indispensable requirement for the future of every student. Apart from that, the need for English language skills has now become mandatory when getting a job.

The purpose of learning English is application, education, and culture. In learning English, the practice of the language being studied is the most important thing that must be done by students Maduwu (2016). This means that a teacher not only teaches knowledge about pronunciation, structure, or order of sentences but also creates language interactions, especially from the English that students have

acquired. This aims to gain mental confidence as well as sharpen the development of knowledge.

2.5 Curriculum

The curriculum is a forum that will determine the direction of education. The success or failure of an education really depends on the curriculum used. As stated by Rahmi (2013), the curriculum is the spearhead for the implementation of educational activities; without a curriculum, it is impossible for education to run as well, effectively, and efficiently as expected. Therefore, it is very necessary to pay attention to the curriculum in each educational unit. Because the curriculum is one of the determinants of the success of an education, Apart from that, the curriculum is also a process of planning, combining, and interpreting the aims, objectives, and goals of the curriculum. It is also related to translating the content of a lesson and implementing it in the form of learning something and making it a scientific discipline (Hasmori et al., 2011). Additionally, this curriculum is frequently revised in order to achieve the desired learning outcomes. However, there are usually advantages and disadvantages to curriculum revisions, as some educators believe that rapid curriculum changes can make it more challenging for teachers to comprehend the material. new material in the updated curriculum and results in a delay in learning the subject matter.

2.5.1 Developments in the English curriculum

In essence, the development of the curriculum in Indonesia was founded on the history of the development of education in Indonesia itself. Formally, since the Dutch era, there has been schooling, and this means that a curriculum has also existed (Nugroho, 2022). In the Dutch era, the implementation of education and school curriculum was designed with the mission of the Dutch colonialists. Likewise with the Japanese-era curriculum, it can be said that the existence or purpose of education in this era was to create human resources that could help the colonial mission. After Indonesia proclaimed its independence on August 17, 1945, education in the country continued to develop, including the government's

attention to curriculum development. The following is the curriculum implemented after independence: (1) 1947 Curriculum, "1947 Lesson Plan", (2) 1952 Curriculum, "1952 Decomposed Lesson Plan", (3) 1964 Curriculum, "1964 Education Plan", (4) 1968 Curriculum (5) 1975 Curriculum (6) 1984 Curriculum, "Enhanced 1975 Curriculum", (7) 1994 Curriculum, (8) KBK Curriculum (2004) (9) KTSP Curriculum (2006), (10) 2013 Curriculum Independent Curriculum (2022).

Meanwhile, according to Dermawan (2019), in Indonesia itself, English has been introduced in schools since independence in 1945 and has been included in the national education system through the curriculum, but no official regulations have been found from the government at that time. Before the implementation of the 2006 curriculum, English language learning in the 2004 curriculum had actually experienced a systematic change in orientation toward achieving students' communicative competence. (Nur & Madkur, 2014) stated that the 2004 English curriculum has adopted the representation scheme of communicative competence developed by Celce-Mucia et al., namely emphasizing student-centered learning. With a communicative orientation, the trend of the English language learning process in schools at that time placed more emphasis on a student-centered learning approach. As for the national final exam, the government has integrated listening, reading, and grammar into the test. The speaking and writing assessments are carried out separately by teachers at school (Sahiruddin, 2013) in (Ekawati, 2017), because the Indonesian government implemented a centralized curriculum system policy, teachers were not given the opportunity to develop the curriculum, and this was the trigger for criticism of the implementation of the 2004 Competency-Based Curriculum (KBK) (Nur & Madkur, 2014). As a consequence, the government has again issued a policy to improve the previous curriculum by accommodating the wishes of teachers and schools. The 2006 curriculum became known as the Education Unit Level Curriculum (KTSP). Cahyono and Widiati (2011) in (Haryani, 2021) stated that the 2006 curriculum was developed as a response to changes occurring in global and local contexts, student needs, Indonesia's diversity, advances in technology, science, and the arts, as well as balancing national and local needs. The 2006

curriculum offers a lot of flexibility in learning English, including balancing the application of four language skills (listening, speaking, reading, and writing) in the learning context. Along the way, the implementation of the 2006 English curriculum again encountered obstacles. (Nur & Madkur, 2014) stated that among the obstacles to implementing the 2006 English curriculum were: First, students learn pronunciation, word stressing, and intonation, but the above elements are ignored in the test. .

Then, the 2013 curriculum was formed, which presented many innovations and was also a form of improvement on the previous curriculum, making the English language learning process in the 2013 curriculum also experience several adjustments. (Nur & Madkur, 2014) stated that English language learning in the 2013 curriculum is considered to have several advantages because: first, the 2013 English curriculum restores the essence of English language learning, namely the meaningfulness and function of communication. Seeing the innovations in English language learning in the 2013 curriculum, English teachers as the spearheads of curriculum implementation also face serious challenges. Among these challenges is the implementation of learning using a scientific approach and learning models such as discovery learning, project-based learning, and problem-based learning. Based on findings from previous research, English teachers find difficulties in operationalizing scientific approach procedures into the learning process. The next toughest challenge for teachers is the reduction in English language lesson hours at the high school level, where the study time, which in the 2006 curriculum was 4x45 minutes a week, was reduced to 2x45 minutes in the 2013 curriculum, while the demands for competency indicators that must be achieved have also increased. However, even though it has many advantages, the effectiveness of the implementation of the 2013 curriculum in English language learning still has many shortcomings. As time goes by, many questions and difficulties arise about how effective and relevant the 2013 curriculum is. In recent years, there have been concerns about replacing the 2013 curriculum with the Merdeka curriculum. The Merdeka Curriculum is a new curriculum idea that prioritizes freedom, innovation, and students' ability to adapt. The urgency of replacing the 2013 Curriculum with

the Independent Curriculum can be seen for several reasons. (Gumilar et al., 2023) also said that the 2013 curriculum was considered inflexible and unable to adapt to changes occurring in the world of education and society. A curriculum that adapts to social changes, technological advances, and the needs of the world of work is needed in the current digital and global era so that the curriculum is again changed to an independent curriculum.

Learning conditions after being hit by the COVID-19 pandemic need to be taken into consideration in developing the curriculum, the most prominent of which is the Merdeka Curriculum, as a government step to avoid an education crisis due to the pandemic. Before the Independent Curriculum, Curriculum 13 (K–13) was the current reference for national education, which fully encouraged student-centered learning. The Merdeka Curriculum emphasizes competency-based learning, which emphasizes developing students' skills and coping skills for facing future challenges. This is achieved by providing in-class guidance on practical skills such as communication skills, problem-solving skills, and adaptability skills. The differences between Curriculum 13 (K–13) and the Merdeka Belajar Curriculum reflect the evolution of Indonesian education. While K–13 is more structured with a competency approach, but the Independent Curriculum provides more freedom and flexibility for students. Each has its own goals and characteristics. So that the content that is lacking from Curriculum 13 is corrected in the Merdeka Curriculum and made more optimal, students will have enough time to explore concepts and strengthen their competencies. This curriculum is more flexible and can be adapted to the learning needs and interests of students.

2.6 Teaching Modules

Teaching modules are an important means of delivering learning material in a structured and effective manner. Meanwhile, according to Maulida (2022), a teaching module is a learning tool or learning design that is based on a curriculum that is implemented with the aim of achieving predetermined competency

standards. In the context of reducing learning hours, especially in English subjects, teaching modules have become increasingly important. Reducing English study hours requires a careful approach to maximize the time available without sacrificing the quality of learning.

One of the participants, named Dida, used the pJBL model in differentiated learning so that students were able to analyze and tell narrative texts according to social functions, both regarding text structure and linguistic elements. The learning method used is discussion by determining the main question or problem, then determining group tasks so that problem solving is discussed in groups. The classroom learning stage carried out by the participants is that the teacher first starts with routine activities to open the class (greeting, praying, and so on) to provide motivation to keep the teacher enthusiastic about learning and the students taking the agreement that has been made in participating in the lesson that will take place. Then the teacher conveys the learning objectives to be achieved and the benefits of studying the material according to the time available, and if there is material that has not been conveyed, it will be conveyed in the following week. Apart from that, the second participant, named Zulfa, used an inductive approach method, namely through question and answer material, then discussion, and finally working on questions related to the discussion material. The material studied is Recount text by honing the ability to write to retell events that have occurred to improve understanding and memory. The time used is adjusted to how far the material has been delivered and then continued the following week if the previous material has not been delivered.

2.7 Previous Studies

Ananda et al., (2023), Asmahanah et al., (2023), and Rosani et al., (2024) in their research, which focused on discussing the independent curriculum regarding the existence of P5 (Strengthening Pancasila Student Profile Project). The first title is "Analysis of P5 Activities at SMA Negeri 4 Banjarmasin as the Application of Differentiated Learning in the Independent Curriculum of the PPG

Program." The aim of this research is to determine the implementation of P5 activities as a project for strengthening the profile of Pancasila students in schools as well as its impact on PPG students. The research results show that the P5 activities carried out are adjusted to the seven themes set by the Ministry of Education and Culture. The project results displayed in this P5 activity are: (1) poster; (2) dance; (3) setting poetry with music; (4) theater; (5) vlog; (6) sales; and in the learning process, the class X PPKn teacher uses the blended learning model. The second title is "Navigating Merdeka Curriculum in First Grade: Teacher Challenges and Strategies." The aim of this research is to investigate the difficulties faced by tenth grade teachers in implementing the Merdeka Curriculum and analyze the techniques used to overcome these obstacles. These findings reveal various challenges, including a lack of understanding of the new terminology of learning outcomes, objectives, lesson plans, and modules related to the Strengthening Pancasila Student Profile (P5) Project. The third title is "The Implementation of the Merdeka Curriculum at SMA PGRI 2 Palembang." The aim of this research is to find out how the school plans, implements, and supervises the implementation of the independent curriculum. The results of the research showed that supervision was carried out by the school supervisors, who consisted of subject supervisors and school supervisors. Supervisors provide supervision in the preparation of teaching modules and supervision and monitoring in the implementation of P5.

Üzüm & Pesen (2019), in his research entitled "Do the Learner-centered Approaches Increase Academic Performance? Effect of the Layered Curriculum on Students' Academic Achievement in English Lesson" This research discusses changes in learning hours in the new curriculum called the layered curriculum. This research was conducted in Turkey. The aim of this research is to show the effect of the layered curriculum on student achievement in English lessons. The results of the research show that there is a positive impact on student achievement due to the curriculum. Layered always conducts research to obtain information so

that students are required to think and solve problems according to the information obtained.

Ilham (2022), in his research entitled "High School Students' Level of English Understanding," discusses the quality of high school students' understanding of English learning so that English learning becomes a mandatory subject and several teaching methods that increase students' interest. English subjects.

Moghal et al., (2019), in his research entitled "Large Classes and English Language Teaching and Learning in Pakistani Public High Schools," discusses teachers' perceptions regarding learning English in large rooms. Challenges that arise when teaching these classes include a lack of space, facilities, and resources; an inability to pay attention to each student; a high level of interference; time constraints; problems in assessing large numbers of students; and limited opportunities for teacher-student and student-student interaction. So teachers choose strategies in their classes in the Pakistani context, which include the use of pair and group work, notional time, peer correction, and self-editing to improve assessment. Setiawan, in his research entitled "Teaching English in the Curriculum: A Review and Perspective," discusses teaching English in Curriculum 13 and reveals teachers' views regarding its implementation. This type of research uses qualitative methods. The participants were 5 teachers from 5 different schools, ranging from pilot schools to accompanying schools. The research results show that there are several differences between K-13 and KTSP in terms of solid teaching materials and a reduction in English subject hours. This research concludes that although the 2013 Curriculum has been neatly structured, it still needs more planning, outreach, the involvement of many parties, and the improvement of various factors that must be considered by all elements of national education to improve its implementation.

Maduwu (2016), in his research entitled "Importance of Learning English at School," discusses the impacts that occur when studying English. This research

uses a literature review method (library research). From the discussion, it can be concluded that learning English at school is very important. The learning method that is very often used is CLT because it is effectively used as a method in the English language teaching and learning process. This is based on the communication skills obtained by students, not just mere knowledge. Students will be motivated and feel that something they have learned can be useful and used in language.

Based on the research above, most of them use qualitative methods. And focusing on teaching English by looking at the teacher's perspective; however, the reduction in English lesson hours is still rarely discussed because its implementation is still found in several classes and is not evenly distributed.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Method

In this research, the researcher used a qualitative type of research because this qualitative method was deemed appropriate to examine how teachers perceive a phenomenon regarding the reduction in the number of hours of English learning. So that the results obtained are factual and natural, without anything hidden. As stated by Moleong (2005), qualitative research is research that aims to understand phenomena about what is experienced by research subjects, for example, behavior, perceptions, motivations, and actions, by means of descriptions in the form of words and language that come out scientifically. The source of research data collected in this research is the information needed about the development of English in Indonesia and English language subjects that are reduced in education in Indonesia. (Creswell, 2018) also states that qualitative research is research to investigate and understand the meaning mentioned by an individual or group as a social or humanitarian problem. This research is also used to find out and understand the why and how of a social phenomenon.. The final written report of this research consists of an introduction, literature and theory, methods, results, discussion, and conclusions. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Bogdan & Bilken, 1992). Thus, the qualitative research here aims to obtain knowledge regarding information on reducing English subject hours from teaching teachers.

3.2 Research Design

Case studies are the approach tool in this research. Case studies are also described as intensive and systematic investigations of an individual, group,

community, or other unit in which the researcher examines in-depth data relating to several variables. Case studies also examine complex phenomena in the natural environment to increase understanding of these phenomena (Heale & Twycross, 2018). It is hoped that the case phenomenon in research regarding a reduction in learning hours can be answered using case studies.

3.4 Research Setting and Participants

The research was conducted at two private and state schools in Tasik and Garut. The reason this school was chosen was because it uses the current Merdeka curriculum with fewer English study hours and has good accreditation. The first participant chosen was Dida F.H. 35 years old, he taught English in grade 10 and taught in 8 classes, all of them in grade 10. He taught for about 4 years in one of the schools in Tasik. He was a permanent teacher at the school. He was chosen because he has implemented the Independent Curriculum and is currently an active teacher and a driving teacher at his school in Tasik. Meanwhile, the second participant, named Zulfa, is 30 years old. She has been teaching at a school in Garut for about 3 years, and the class she teaches is class 10, with a total of 4 classes. She is an honorary teacher who plans to take P3K. She was chosen because she is a good teacher. actively participating in several school activities. Apart from that, she has also implemented reduced learning hours in the current independent curriculum.

The data collection techniques used in the research are as follows:

3.3.1 Interview

According to Kvale (1996) an interview is "a conversation whose purpose is of the interviewee" with respect to the interpretation of the meanings of the 'described phenomena. This research uses semi-structured interviews so that more information can be obtained. broad with unlimited questions but focused on the problem being studied. In semi-structured interviews, according to (Sparkes & Smith, 2014), researchers design a series of questions that are used as guidelines

when conducting interviews. The interview topics discussed were first regarding teacher perceptions regarding the background to the policy of reducing learning hours, as well as discussion regarding the impact on student mastery and motivation, and finally regarding school strategies for overcoming the reduction in hours in English lessons.

3.3.2 Documentation

The second instrument of the research used is documentation. Data collection techniques using documentation include searching and analyzing documents, both written and electronic. The documents that will be collected are documents related to the research process, including picture evidence from interviews carried out as well as transcripts of the contents of the interviews that have been carried out.

Data analysis techniques

Data analysis is the process of arranging data sequences, placing them into a pattern, and categorizing basic descriptive units so that the data is easier to read and conclude (Moleong, 2002). The analysis technique used is a type of descriptive data analysis, namely looking for factual data and describing it. This data comes from all the information obtained from interviews. After collecting and recording data, researchers carried out interaction analysis consisting of data reduction, data presentation, and verification. This research analysis takes place simultaneously with the data collection process or is carried out after the data has been collected.

Data reduction, namely by observing the focus of the data that the researcher will take. This process takes place from the time the research question is created until the research data is collected. The focus of the data carried out in this research is on creating interview questions so that data can be obtained up to the data collection stage.

1. Data presentation

After the data has been reduced, the next step in qualitative descriptive research is presenting the data in the form of short descriptions, charts, or relationships between categories. The purpose of displaying data is to make it easier to understand what happened and plan further work based on what has been understood. In this research, the data presentation is presented in the form of a table chart that has been prepared according to the interviews that were conducted from the beginning to the end of the question session.

2. Draw conclusions.

The third step in qualitative descriptive data analysis is drawing conclusions and verifying them. The initial conclusions put forward are still temporary and will change if strong supporting evidence is not found at the next stage of data collection. In this research, the conclusions are stored at the end of the data presentation table so that the data analysis is clearly visible according to what was concluded. The expected conclusions in qualitative research are new findings that have not previously existed.

3.6 Research Procedure

This research procedure consists of several stages. Initially, the researcher determined the research topic first, then looked for high schools whose schools had implemented the Merdeka curriculum. Furthermore, researchers obtained permission from relevant authorities, including schools and English teachers, to conduct research. After that, interviews were conducted to collect data. Researchers interviewed teachers who had experience teaching with the Merdeka curriculum to improve data collection. After completing data collection, the researcher thanked the participating teachers. Finally, the collected data is processed in written form.

CHAPTER IV

FINDINGS & DISCUSSION

In this chapter, the focus is to present findings and discussions originating from an exploration of English teachers' perceptions regarding the reduction in English learning hours operating under the Merdeka curriculum. This study investigates teachers' perceptions regarding the background to the reduction in learning hours, the effect of reducing English learning hours, as well as the school's strategy for overcoming the reduction in English learning hours. With a focus on the educator's perspective. Semi-structured interviews served as the primary means of data collection. This interview was conducted on two separate occasions, namely on February 21 and March 20, 2024, involving a total of two participants who were teachers who utilized the Merdeka curriculum in teaching English in high schools.

4.1 Findings

In this section, the researcher presents the findings of English teachers' strategies for dealing with transitions or reductions in learning hours. Researcher analyzed some data obtained from interviews. At this stage, there are several discussions regarding teachers' perceptions regarding the background to the policy of reducing learning hours, as well as discussions regarding the impact on students and finally regarding the school's strategy for overcoming the clock restrictions in English lessons. The results of the research findings and discussion are presented in the description below:

4.1.1 Teacher Understanding on the English lesson hour reduction

Based on the results of the interview, the background to the reduction in English learning hours was influenced by the existence of a new curriculum, namely the independent curriculum, where in the independent curriculum there is a new policy, namely the existence of a new subject called P5 (Strengthening

Pancasila Student Profile Project), the content of which has nothing to do with learning English but rather new material. This is supported by the results of the interviews, as follows:

"Iya memang ada pengurangan jam pembelajaran bahasa inggris yang awalnya 4 jam menjadi 3 jam dikarenakan adanya P5 pada kurikulum merdeka saat ini."(P2)

"Yes, there is indeed a reduction in English learning hours from 4 hours to 3 hours due to the P5 in the current independent curriculum." (P2)

Based on the statement above, participants stated that the total number of hours before the reduction was 4 hours/week, whereas after the reduction in the number of learning hours, the tenth grade English learning hours changed to 3 hours/week, so that the remaining 1 hour was used for P5 learning.

This statement was also supported by the first participant (P1), who said that it was true that there had been a reduction in hours for learning English from 2 hours to now only 1 hour of learning, or 45 minutes in 1 week. (see appendix)

The two participants also explained about the new P5 material in their interviews; they stated that the reason for this policy was because of P5, where P5 was held to meet the government's expectations, namely to build student character that prioritizes the Pancasila profile. The two participants also mentioned that the government hopes that with P5, students can explore new knowledge in P5 subjects. (see appendix). Apart from that, both participants also stated that the material in lesson P5 had nothing to do with learning English. (see appendix)

So based on the findings from the interview above, the reduction in learning hours was influenced by the existence of new material, namely P5, which studied strengthening Pancasila in students. So English lessons in particular were reduced by one hour and replaced by P5. For example, learning English in Tasik,

which previously took 2 hours, was reduced to 1 hour because there was a division or shift in learning hours to new material, namely lesson P5.

4.1.2 Teacher Experience on the English lesson hour reduction

Dalam pengalaman mengajar mereka dengan kebijakan baru ini, para guru merasakan ada hal positif dan negatif. Menurut para guru, baiknya pembelajaran tidak harus ditentukan oleh seberapa banyak materi yang diajarkan melainkan bagaimana siswa mampu memahami isi materi, dan guru juga mengadakan les privat untuk memenuhi pemahaman siswa. pembelajaran sehingga guru menghasilkan pendapatan dari sana. Selain itu, guru juga menyebutkan bahwa ada beberapa hal dampak buruknya adalah guru terlalu lelah dalam memberikan materi dan pembelajaran terburu-buru, sehingga pemahaman siswa terhadap pembelajaran kurang maksimal atau masih kurang. Hal ini didukung oleh pernyataan:

"Menurut saya, kalau perubahan tentu ada, namun di kurikulum merdeka ini kita tidak harus ditentukan dengan berapa bab mengajar, namun bagaimana proses pembelajaran bisa membangkitkan karakter itu sendiri, untuk struktur pengajarannya tetap sama, namun mungkin ada beberapa bab yang tidak sempat diajarkan, karena keterbatasan waktu itu sendiri. Tapi kita masih bisa mengajar ataupun memberikan arahan untuk belajar di luar daripada sekolah ini, ini dengan teknik pembelajaran berdiferensiasi, baik itu berdiferensiasi materi, berdiferensiasi proses, dan berdiferensiasi hasilnya."(P1)

"In my opinion, of course there will be changes, but in this independent curriculum we don't have to determine how many chapters to teach, but how the learning process can awaken the character itself, the teaching structure remains the same, but maybe there are some chapters that don't have time to be taught because time constraints themselves. But we can still teach or provide direction for learning outside of this school, this is with differentiated learning techniques, be it differentiated material, differentiated processes, and differentiated results."
(P1)

Berdasarkan pernyataan di atas, peserta pertama (P1) menyatakan bahwa pengurangan jam pembelajaran ini mempunyai kelebihan dan kekurangan. Adapun kelebihanannya, P1 merasa pembelajaran tidak ditentukan oleh berapa bab materi yang harus diajarkan; Namun, pembelajaran berjalan sesuai dengan kebutuhan siswa. Selain itu, P1 mengatakan siswa kurang memahami pembelajaran bahasa Inggris karena keterbatasan waktu dan belum terbiasa, sehingga P1 selalu berusaha mengarahkan atau memberikan saran kepada siswa untuk belajar di luar sekolah atau mengikuti pelatihan.

Jadi, berdasarkan temuan wawancara di atas, dapat disimpulkan bahwa pengurangan jam belajar bahasa Inggris mempunyai beberapa pengaruh positif, bagi guru yaitu bisa membuka sumber penghasilan dari les privat. Dampak negatif ketertinggalan pembelajaran dan proses pembelajaran yang terburu-buru pada siswa.

4.1.3 Teachers' opinions on the English hour reduction

In the participants' statements, it turned out that they agreed with the new policy regarding reducing English learning hours because they believed that all policies that were late in being decided by the government would have gone through deliberative discussions so that the policy was made and approved by the relevant parties. This is supported by the statement:

“Ketika kita bicara tentang kebijakan, ataupun kesepakatan, ataupun hasil yang dilakukan melalui musyawarah dan proses yang cukup panjang, mungkin kalau dikatakan setuju dan tidak setuju kurang tepat. Karena kita sebagai guru hanya bisa mengikuti kebijakan-kebijakan yang dibuat oleh pimpinan di sekolah, ataupun melaksanakan apa yang disepakati bersama begitu.”(P1)

"When we talk about policies, agreements, or results made through deliberation and a fairly long process, perhaps saying agree and disagree is not

quite correct. Because we as teachers can only follow the policies made by school leaders or implement what is mutually agreed upon." (P1)

Based on the results of the interview above, it is felt that the agreement of the English teacher cannot be stated as agreeing or disagreeing, because P1 feels that teachers can only follow decisions and other policies that have been taken by school leaders. Apart from that, P1 felt that this had gone through a fairly long deliberation process to create this new policy, so it was certain that this new policy was not just taken without consideration.

While P2 agreed that the reduction in learning hours did not make the learning process too difficult, P2 also stated that the time currently available was still sufficient even after reducing it. (see appendix). However, in reality, the participants or teachers still seemed confused about this new policy, so they only referred to the rules set by the school leadership.

So, according to the results of the interview above, teachers can only agree with the decisions taken by the school leadership because, after all, the decisions taken by the school leadership have gone through a long process, one of which has been deliberation with related parties.

4.2 Discussion

This section presents a discussion of the research findings. In this section, researchers analyze teacher understanding of the English hour reduction, teacher experience of the English hour reduction, and finally teacher opinions on the English hour reduction. The analysis uses theories that have been presented in previous research. In this section, there are three parts. The first part discusses teacher understanding of the English hour reduction. The second part is about teacher experience with the English hour reduction. The third part discusses English teachers' opinions on the English hour reduction.

4.2.1 Teacher Understanding on the English lesson hour reduction

Based on the research results, teachers' understanding of the motive for reducing English learning hours is the existence of P5 in the independent curriculum. According to Purwanto (2022), the existence of a new policy in the independent curriculum is the reason for the change in learning hours, but there is no change in the total learning hours; it's just that each subject is allocated to two intracurricular activities and P5, and if you count only the intracurricular learning hours, it is as if the learning hours are reduced. In fact, the statement above is the same as the statement that learning hours are reduced, but there is a difference in delivery by stating that learning is allocated to two activities because it still involves discussing different subject matter. P5 activities are project activities to increase the visibility of Pancasila students (Ananda et al., 2023). Apart from that, according to Nufaridah et al. (2023) P5 is one way to achieve the Pancasila Student profile, which provides students with the opportunity to "experience knowledge" as a character-building process as well as the opportunity to learn from the surrounding environment. In this P5 activity, students have the opportunity to explore important issues or topics such as climate change, counter-radicalism, mental health, culture, entrepreneurship, technology, and democratic life so that students can take real action to answer these issues according to their level and learning needs.

So, the teacher's understanding is in accordance with several theories that the reduction in English learning hours is indeed influenced by the existence of P5. P5 contains project activities to increase the visibility of Pancasila students and is not related to English lesson material.

4.2.1 Teacher Experience on the English lesson hour reduction

Based on the research results, teachers' experiences regarding the reduction in English learning hours. According to Alfarisy (2021), mastery of a foreign language is mandatory, but the policy issued regarding reducing English learning hours is felt to be slightly hindering the formation of Indonesian citizens as world citizens. Apart from that, changes or reductions in hours in teaching and

learning activities in this class certainly have an impact on the syllabus load that must be delivered by teachers to students because teachers are strained to provide material in limited time, as well as the demand for improving students' academic quality through mastery of English being tested regularly. nationally through the National Examination mechanism (Mulyani, 2015). Therefore, the presence of extracurricular English in a school is intended to fulfill various understandings and skills. It is still important to penetrate the use of English because the results of the study found that the use of English has not been implemented properly and correctly (Kasih et al., 2022).

So the teacher's experience regarding the reduction in English lesson hours is felt to be less in line with theoretical findings because, based on theory, the reduction in English lesson hours has several bad effects, one of which is hindering the formation of Indonesian citizens as world citizens. However, according to the teachers, this actually has several positive effects on both students and teachers. So in reality, the participants or teachers still seem confused about the new policy, so they only refer to the rules set by the school leadership.

4.1.3 Teachers' opinions on the English hour reduction

Based on research findings, the teacher's opinion regarding the reduction in English learning hours has no objections and agrees with this. According to Mustafa et al. (2021) to approve new policies, teachers must be able to carry out various innovations. teachers can adopt various strategies that can be an option for bringing school development in a better direction. The learning strategy must be able to make students directly involved at every stage, while the teacher must be a facilitator in directing students to carry out their learning activities, and the teacher must also evaluate the final results in order to know whether the process used is appropriate or not to the students' needs (Angin et al., 2022). This was also conveyed by Chayani (2019): facilities and student learning outcomes are closely related to each other, especially at school. Students will become more active in If the existing facilities are very complete and can help students with learning

activities, then they can also help teachers with carrying out learning activities. In addition, learning factors can come from within the student (internal factors), such as how to learn, student motivation to learn, and student interest in learning, but learning factors can also come from outside the student (external factors), such as the facilities provided by the school, attention from parents, and environmental influences (Said, 2019). Meanwhile, the evaluation carried out by the teacher aims to find out whether the learning material presented has been mastered by the students or not (Magdalena, 2020). Apart from that, according to the evaluation of the implementation of the curriculum in the school environment, it can be carried out with an overall evaluation or by improving the curriculum (Khotimah et al., 2020).

So, the teacher's opinion regarding approval for reducing English learning hours is in accordance with theoretical findings that approval regarding new policies must be based on the strategies that teachers have to bring school development in a better direction. One of the strategies is the facilities provided and evaluations carried out, which aim to find out whether the learning material delivered is in accordance with the expected learning implementation plan or not.

CHAPTER V

CONCLUSION & SUGGESTION

This chapter contains conclusions and suggestions. Conclusions are drawn from the findings and discussion. Meanwhile, it is hoped that the suggestions will provide input for English teachers, students, and further studies.

5.1 Conclusion

Based on the data findings and discussion, it can be concluded that teachers have a positive perception and agree with reducing English learning hours because teachers feel they can only follow the policies made by school leaders. The positive thing for teachers is that they can get a source of income by providing private lessons. However, for students this is felt to have a bad impact due to the lack of balance between English learning and other learning, because English learning hours are too limited so that learning is rushed and students don't understand the lesson. Meanwhile, the solution used by schools and teachers is to hold learning outside the classroom.

5.2 Suggestion

Based on the findings and discussion, the researcher will provide several suggestions. Researchers hope that these suggestions are useful, especially for English teachers, students and also for further studies, which are presented as follows:

5.2.1 English teacher

English teachers are expected to be able to express their opinions regarding the limited learning time, so that the government can reconsider this new policy, even though in the end the decision will be up to the government authorities, but at least the teachers have voiced their opinions and complaints and do not directly agree with it. which actually reduces the effectiveness of learning.

5.2.2 Students

Students must be able to be disciplined, especially regarding time. They must also be able to study seriously so that the time they have is not wasted and can be utilized well even though there are limitations in obtaining English learning hours.

5.2.3 Further researchers

It is hoped that future researchers will be able to conduct other research on the same research topic, regarding its impact on learning outcomes and achievement of more students and participants, to obtain more complete and clear information to help develop student learning outcomes and also understand student achievement.

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АНЕСТЕЗИОЛОГИЧЕСКОГО ОБЕСПЕЧЕНИЯ В

ДИАГНОСТИЧЕСКОМ АЛГОРИТМЕ СИНДРОМА

ОБСТРУКТИВНОГО АПНОЭ – ГИПОПНОЭ СНА. *Вестник
Анестезиологии И Реаниматологии, 13(3), 44–50.*

APPENDICES

APPENDIX A.1

The following Questions of interview

1. Apakah benar di sekolah ini ada pengurangan jam pembelajaran pada mata pelajaran bahasa Inggris, sehingga waktu pembelajaran yang diperoleh hanya 1 jam pembelajaran/45 mnt saja?
2. Menurut bapak apa alasan utama di balik kebijakan pengurangan jam pembelajaran bahasa Inggris di SMA dalam konteks Kurikulum Merdeka saat ini?
3. Bagaimana perubahan dalam Kurikulum Merdeka mempengaruhi struktur dan tujuan pembelajaran bahasa Inggris di kelas ?
4. Apa langkah-langkah konkret yang diambil sekolah untuk memastikan pengurangan jam pembelajaran bahasa Inggris tidak mengurangi kualitas pendidikan siswa?
5. Apakah terdapat rencana penggantian atau penyesuaian metode pembelajaran untuk menyesuaikan kebijakan pengurangan jam bahasa Inggris dalam Kurikulum Merdeka?
6. Bagaimana pihak sekolah melibatkan siswa, guru, dan orang tua dalam merancang dan mengevaluasi kebijakan ini?
7. Bagaimana dampak atau pengaruh dari pengurangan jam pembelajaran bahasa Inggris ini pada penguasaan pembelajaran bahasa Inggris siswa?
8. Apakah terdapat pembelajaran tambahan yang disediakan untuk siswa guna memenuhi kebutuhan pembelajaran bahasa Inggris di luar jam pelajaran?
9. Bagaimana pihak sekolah mengukur keberhasilan implementasi Kurikulum Merdeka dalam pengurangan jam pembelajaran bahasa Inggris?
10. Apakah ada keterlibatan aktif siswa dalam menyampaikan umpan balik terkait pengurangan jam pembelajaran bahasa Inggris ini?

11. Apakah sebelumnya guru ada persiapan khusus sebelum diberlakukannya pengurangan jam pembelajaran ini?

APPENDIX A.2

The Guide of Interview Question

Theories	Sub-variable	Questions
<p>Schools must also be responsive in adapting to curriculum changes (Kandiko Howson & Kingsbury, 2021).</p> <p>understanding the development of their Curriculum teaching modules in welcoming the latest learning in the 21st century is an absolute and absolute necessity (Setiawan et al, 2022)</p>	<p>Curriculum</p> <p>Coverage</p>	<p>1. Apakah benar di sekolah ini ada pengurangan jam pembelajaran pada mata pelajaran bahasa Inggris, sehingga waktu pembelajaran yang diperoleh hanya 1 jam pembelajaran/45 mnt saja?</p> <p>2. Menurut bapak apa alasan utama di balik kebijakan pengurangan jam pembelajaran bahasa Inggris di SMA dalam konteks Kurikulum Merdeka saat ini?</p> <p>3. Bagaimana perubahan dalam Kurikulum Merdeka mempengaruhi struktur dan tujuan pembelajaran bahasa Inggris di kelas ?</p>

<p>The obstacles faced by teachers can have wider implications, influencing how the quality of English language learning is obtained (Anderson & Smith, 2020)</p> <p>Students' proficiency in English, both spoken and written, should be mastered well in order to realize real quality English language learning because English has become a global means of communication (Handayani, 2016).</p>	<p>Quality of English Education</p>	<p>3. Bagaimana perubahan dalam Kurikulum Merdeka mempengaruhi struktur dan tujuan pembelajaran bahasa Inggris di kelas ?</p> <p>4. Apa langkah-langkah konkret yang diambil sekolah untuk memastikan pengurangan jam pembelajaran bahasa Inggris tidak mengurangi kualitas pendidikan siswa?</p> <p>7. Bagaimana dampak atau pengaruh dari pengurangan jam pembelajaran bahasa Inggris ini pada penguasaan pembelajaran bahasa Inggris siswa?</p> <p>10. Apakah ada keterlibatan aktif siswa dalam menyampaikan umpan balik terkait pengurangan jam pembelajaran bahasa Inggris ini?</p> <p>11. Apakah sebelumnya guru ada persiapan khusus sebelum diberlakukannya pengurangan jam pembelajaran ini?</p>
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<p>Learning strategies must contain an explanation of the methods or procedures and techniques used during the learning process (Seknum, 2013)</p> <p>The Independent Curriculum teaching module refers to a number of tools or media facilities, methods, instructions and guidelines that are designed systematically, interestingly and, of course, in accordance with the needs of students (Setiawan et al, 2022)</p>	<p>Teaching Methods and Strategies</p>	<p>5. Apakah terdapat rencana penggantian atau penyesuaian metode pembelajaran untuk menyesuaikan kebijakan pengurangan jam bahasa Inggris dalam Kurikulum Merdeka?</p> <p>6. Bagaimana pihak sekolah melibatkan siswa, guru, dan orang tua dalam merancang dan mengevaluasi kebijakan ini?</p> <p>8. Apakah terdapat pembelajaran tambahan yang disediakan untuk siswa guna memenuhi kebutuhan pembelajaran bahasa Inggris di luar jam pelajaran?</p> <p>9. Bagaimana pihak sekolah mengukur keberhasilan implementasi Kurikulum Merdeka dalam pengurangan jam pembelajaran bahasa Inggris?</p>
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APPENDIX A.3

TRANSCRIPT OF INTERVIEW

Interview 1

1.	apakah benar di sekolah ini terdapat pengurangan jam pembelajaran pada mata pelajaran Bahasa Inggris?	P1	Ya, sebetulnya bukan pengurangan, namun pengalihan dari pembelajaran Bahasa Inggris menjadi P5, jadi 45 menit Bahasa Inggris dan 45 menit berikutnya adalah pengajaran P5.
		P2	Iya memang ada pengurangan jam pembelajaran bahasa inggris yang awalnya 4 jam menjadi 3 jam dikarenakan adanya p5 pada kurikulum merdeka saat ini.
2.	Untuk P5 itu sendiri, apakah termasuk dalam konteks Bahasa Inggrisnya, maksudnya di dalamnya ada pembelajaran Bahasa Inggrisnya atau di luar pembelajaran Bahasa Inggris?	P1	Untuk P5 ini konteksnya tidak ada pembelajaran Bahasa Inggris, namun lebih ke pendidikan karakter, serta pendidikan di luar daripada Bahasa Inggris itu sendiri.
		P2	P5 itu diluar pembelajaran bahasa inggris, dan guru nya pun berbeda lagi tidak ada pembahasan mengenai pelajaran bahasa inggris sama sekali
3.	Menurut Bapak/Ibu apa alasan utama dibalik kebijakan pengurangan jam pembelajaran Bahasa Inggris ini dalam konteks kurikulum merdeka saat	P1	Alasan utamanya adalah untuk penguatan profil pelajar Pancasila, di mana pendidikan itu dibagi menjadi dua, didikan dan ajaran. Jadi yang paling utama dalam pendidikan saat ini adalah bagaimana membangun karakter siswa tersebut. Jadi pengurangan itu dilakukan seharusnya mungkin, bukan satu mata pelajaran, karena ini bukan satu mata pelajaran yang dikurangi.

	ini?		Namun hampir semua pelajaran dikurangi juga, jadi disisipkan P5, jadi bukan hanya Inggris saja
		P2	Menurut saya alasannya karena adanya p5 ini khususnya ingin lebih menguatkan program pancasila dan kemandirian dari siswa karena di kurikulum merdeka ini siswa dituntut aktif juga untuk memperoleh pembelajaran dengan mengeksplor pengetahuan baru di p5 ini.
4.	apakah kurikulum merdeka saat ini mempengaruhi struktur dan tujuan pembelajaran Bahasa Inggris di kelas?	P1	Menurut saya pribadi, kalau perubahan tentu ada, namun lebih tepatnya karena di kurikulum merdeka ini kita tidak harus ditentukan dengan berapa bab mengajar, namun bagaimana proses pembelajaran itu bisa membangkitkan karakter itu sendiri, dan juga bagaimana si pendidikan itu bisa memenuhi apa yang siswa butuhkan, kita bisa mengajar sesuai apa yang mereka butuhkan dan inginkan, dan diberikan kebebasan untuk memilih. Adapun untuk struktur pengajarannya tetap sama, namun mungkin ada beberapa bab yang tidak sempat diajarkan, karena keterbatasan waktu itu sendiri. Tapi kita masih bisa mengajar ataupun memberikan arahan untuk belajar di luar daripada sekolah ini, ini dengan teknik pembelajaran berdiferensiasi, baik itu berdiferensiasi materi, berdiferensiasi proses, dan berdiferensiasi hasilnya.
		P2	Iya, untuk tujuan pembelajaran pastinya berubah karena mengikuti kurikulum merdeka saat ini jadi selalu menyesuaikan dengan kurikulum yang

			dipakai.
5.	Apa langkah-langkah yang diambil sekolah untuk memastikan pengurangan jam atau pengalihan jam pembelajaran ini tidak mengurangi kualitas pendidikan Bahasa Inggris siswa?	P1	Kita bisa memanfaatkan aset sekolah seperti LKP, lembaga kursus pelatihan, atau bimbel-bimbel, supaya pembelajaran Bahasa Inggris tetap bisa dilaksanakan, walaupun tidak hanya di sekolah, tapi kita bisa memanfaatkan aset yang ada di sekitar sekolah itu sendiri dengan bermitra.
		P2	Paling adanya pembelajaran di luar kelas seperti pepadatan atau ekstrakurikuler.
6.	6. Apakah kegiatan tersebut difasilitasi oleh sekolah atau hanya inisiatif dari guru tertentu sehingga mengadakan kegiatan diluar sekolah?	P1	Lkp itu memang diadakan dari inisiatif beberapa guru yang kemudian direkomendasikan ke pihak sekolah sehingga sekarang ini sekolah sudah memfasilitasi lkp tersebut, dengan menyediakan tempat khusus untuk LKP , tetapi untuk les diluar sekolah juga kebetulan saya menyediakan .
		P2	Awalnya kegiatan tersebut diadakan oleh sekolah namun ternyata sedikit peminatnya jadi sekolah memberhentikan kegiatan tersebut, dan para siswa mencari pembelajaran tambahan sendiri diluar kelas. Mengingat jam pembelajaran disekolah juga kan masih terbilang cukup.
7.	Bagaimana pihak sekolah melibatkan siswa, guru, dan juga orang tua dalam merancang dan mengevaluasi kebijakan	P1	Salah satu bentuk evaluasi dari pihak sekolah mengenai evaluasi rancangan kebijakan ini adalah dengan cara kepala sekolah membentuk panitia, meminta Wakasek untuk membentuk panitia kecil tentang pelaksanaan program. Sudah itu kami memusyawarakan secara intern, setelah itu mengundang dari pihak orang tua dan

	ini?		murid, beberapa perwakilan ya, khususnya dari OSIS, melibatkan mereka tentang pelaksanaan program ini sebelum dilaksanakan secara luas di sekolah, dan secara langsung.
		P2	Untuk itu diadakan rapat antara guru dan pihak sekolah lainnya, juga orang tua siswa untuk membahas mengenai hal ini, dan untuk siswanya kita hanya memaparkan kepada orang tua saja agar diinformasikan ke siswa atau anak-anak nya seperti itu.
8.	Bagaimana pengaruh yang terjadi dari pengurangan jam pembelajaran ini pada penguasaan bahasa Inggris siswa?	P1	Kalau pengaruh ada beberapa hal yang dirasakan oleh siswa, terutama kalau saya lihat siswa juga sedikit lebih termotivasi, khususnya untuk belajar Inggris mereka membutuhkan waktu yang biasanya seminggu dua kali, sekarang jadi seminggu sekali, jadi mereka punya rasa penasaran apalagi yang akan diajarkan, dan ternyata guru juga tidak terlalu mengejar banyaknya materi, jadi guru mengejar bagaimana pemahaman siswa dari satu materi tersebut. Akan tetapi, ada pengaruh lain juga karena pengurangan tersebut anak-anak kurang dalam memahami pembelajaran, karena mereka belajar hanya satu minggu sekali khusus bahasa Inggrisnya saja. Ya itu mungkin membutuhkan adaptasi khususnya bagi guru, adaptasi juga bagi siswa tersebut.
		P2	Ya tentunya siswa jadi lebih termotivasi karena pembelajaran tidak terlalu jenuh, karena kan

			kalau 4 jam itu terlalu lama dan membuat siswa tidak fokus karena cepat bosan
9.	9. Apakah sebelumnya ada persiapan khusus para guru sebelum diberlakukannya pengurangan jam pembelajaran ini?	P1	Ya, tentu ada persiapan terlebih dahulu, ada sosialisasi dan penjelasan dari kepala sekolah, khususnya dari wakasek-wakasek terkait juga, dan utamanya diuji-cobakan terlebih dahulu baru dilaksanakan.
		P2	Ya dikasih tahu dulu bahwa Sekolah akan menggunakan kurikulum mereka. Jadi modul ajar atau RPP itu Harus disesuaikan dengan Kurikulum merdeka saat ini.
10	10. Apakah itu berarti Bapak sebagai guru tidak keberatan atau menyetujui adanya pengurangan atau pengalihan jam pembelajaran ini?	P1	Ketika kita bicara tentang kebijakan, ataupun kesepakatan, ataupun hasil yang dilakukan melalui musyawarah dan proses yang cukup panjang, mungkin kalau dikatakan setuju dan tidak setuju kurang tepat. Karena kita sebagai guru hanya bisa mengikuti kebijakan-kebijakan yang dibuat oleh pimpinan di sekolah, ataupun melaksanakan apa yang disepakati bersama begitu.
		P2	Kalau saya ya setuju aja, karena kan ini peraturan dari pemerintah dan saya hanya mengikuti dan kebetulan juga ini tidak mempersulit proses pembelajaran karena waktunya masih terbilang cukup.

11	Bagaimana pihak sekolah mengukur keberhasilan implementasi kurikulum merdeka dalam pengurangan jam pembelajaran bahasa inggris ini?	P1	Sekolah melihat keberhasilan implementasi kurikulum merdeka ini dari hasil penilaian akhir seluruh siswa mislkan dari ketercapaian kriteria karakter ataupun nilai akhirnya dari setiap kelas karena yang dilihat itu sekarang deskripsi perubahan anak itu apakah tuntas atau tidak misalkan dari keseluruhan itu bab ini apakah tuntas atau tidak dengan catatan deskripsi yang ada berbentuk kualitatif, nah jadi dari situ bisa dilihat keberhasilan implementasinya dari nilai rata-rata keseluruhannya.
		P2	Paling dengan diadakannya rapat, jadi nanti kan ada evaluasi terkait nilai akhir siswa apakah menurun atau meningkat begitu, tentunya akan selalu didiskusikan dirapat guru dan untuk sekarang aman aja sih.

INFORMASI UMUM PERANGKAT AJAR

1. Nama Penulis	: -	50
2. Instansi	: SMAN 1 Singaparna	
Tahun	: 2023 - 2024	
3. Jenjang Sekolah	: SMAN	
4. Kelas	: X (Sepuluh)	
5. Alokasi Waktu	: 1 x 45 menit (PERTEMUAN 1)	

TUJUAN PEMBELAJARAN

- **Fase E**
- **Elemen** : Menyimak-berbicara
- **Tujuan Pembelajaran:**
 - Melalui model PjBL dalam pembelajaran berdiferensiasi siswa mampu menganalisis dan menceritakan cerita Narrative Text sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan secara tepat
- **Indikator Pencapaian Tujuan Pembelajaran:**
 - Peserta didik menggunakan struktur teks dan unsur kebahasaan dari ragam teks naratif (*Legend*) lisan / tulis yang disajikan dalam bentuk multimoda dalam lingkup kehidupan sehari-hari.
 - Peserta didik merancang berbagai ragam teks naratif (*Legend*) lisan / tulisan sederhana yang disajikan dalam bentuk multimoda dalam lingkup kehidupan sehari-hari.
- **Konsep Utama:** NARRATIVE TEXT – Legend

KOMPETENSI AWAL

1. Peserta didik belum mampu menggunakan fungsi sosial, struktur teks dan unsur kebahasaan dari ragam teks naratif (*Legend*) lisan/ tulis yang disajikan dalam bentuk multimoda dalam lingkup kehidupan sehari-hari.
2. Peserta Didik belum mampu merancang berbagai ragam teks naratif (*Legend*) lisan maupun tulisan sederhana yang disajikan dalam bentuk multimoda dalam lingkup kehidupan sehari-hari.

PROFIL PELAJAR PANCASILA


Profil Pelajar Pancasila yang diharapkan muncul adalah:

- Beriman, bertaqwa kepada Tuhan YME dan berakhlaq mulia
- Bergotong-royong
- Bernalar kritis
- Mandiri
- Kreatif

APPENDIX A.4

LETTERS

Research Permit



YAYASAN GRIYA WINAYA GARUT
INSTITUT PENDIDIKAN INDONESIA
 FAKULTAS PENDIDIKAN ILMU SOSIAL, BAHASA DAN SAstra
 Jalan Terusan Pahlawan No. 32 Sukagalih - Tarogong Kidul, Garut
 Telp. (0262) 233556 Fax. (0262) 540469 Kode Pos : 44151
 email : fpisbs@institutpendidikan.ac.id web : www.institutpendidikan.ac.id

Nomor : 767/IPI.D1/AKD/ V/2024
 Lampiran : -
 Perihal : Permohonan Izin Penelitian

Yth. Bapak/Ibu
 SMA Al-Muktariyah
 di Tempat

Disampaikan dengan hormat, bahwa mahasiswa kami:

Nama	: Rena Selina
Nomor Induk Mahasiswa	: 20223011
Program Studi	: Pendidikan Bahasa Inggris/ S1
Tingkat/ Semester	: 4 / 8
Alamat	: Kp. Radug, Ds. Sukasenang, Kec. Bayongbong
Judul	: English Teachers' Perceptions on The Reduction of English Lesson Hour in Senior High School

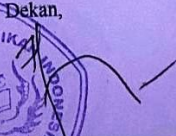

bermaksud memohon izin melakukan pengambilan data melalui wawancara dan/atau observasi di tempat Bapak/ Ibu memimpin untuk keperluan penelitian dalam rangka penulisan Tugas Kuliah/ Skripsi.

Kami berharap Bapak/ Ibu berkenan untuk memberikan izin bagi mahasiswa tersebut.





Demikian surat ini dibuat, atas perhatian dan kerjasama Bapak/ Ibu kami ucapkan terima kasih.

Garut, 27 Mei 2024

Dekan,

Dr. Lina Siti Nurwahidah, M.Pd.
 NIP. 196805271993032001



YAYASAN GRIYA WINAYA GARUT
INSTITUT PENDIDIKAN INDONESIA

FAKULTAS PENDIDIKAN ILMU SOSIAL, BAHASA DAN SAstra
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Yth. Bapak/Ibu
 SMAN 1 Singaparna
 di Tempat

Disampaikan dengan hormat, bahwa mahasiswa kami:

Nama : Rena Selina
 Nomor Induk Mahasiswa : 20223011
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 Tingkat/ Semester : 4 / 8
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Dekan,
Dr. Lina Siti Nurwahidah, M.Pd.
 NIP 196805271993032001

ISO 9001
 BUREAU VERITAS
 Certification



UKAS
 Quality Management
 Lembaga Akreditasi Nasional
 Lembaga Sertifikasi Profesi Manajemen
 LSNM-021-EN

APPENDIX A.5
INFORMED CONSENT

Lampiran 1. Informed Consent

JUDUL PENELITIAN : English Teachers' Perceptions on the reduction of English lesson hours in Senior High School

INSTANSI PELAKSANA : Institut Pendidikan Indonesia

Lembar Persetujuan Wawancara

(INFORMED CONSENT)

Saya adalah mahasiswa S1 Program Studi Pendidikan Bahasa Inggris yang sedang melakukan penelitian sebagai salah satu kegiatan dalam menyelesaikan tugas akhir skripsi di S1 Program Studi Pendidikan Bahasa Inggris.

Tujuan penelitian ini adalah untuk mengetahui bagaimana persepsi guru terhadap adanya pengurangan jam pembelajaran di Sekolah ini.

Saya mengharapkan partisipasi Bapak/Ibu/Saudara/i untuk bersedia menjadi responden dalam penelitian saya dan memberikan tanggapan atau jawaban dari pertanyaan yang diberikan. Tanggapan atau jawaban bersifat bebas dan tanpa paksaan. Saya akan menjamin kerahasiaan identitas dan informasi yang Saudara berikan. Penelitian ini hanya dipergunakan untuk kepentingan pendidikan serta pengembangan ilmu pengetahuan.

Terima kasih atas Kerjasama Bapak/Ibu/Saudara/i.

Setelah mendengar dan memahami penjelasan diatas, dengan ini saya menyatakan

SETUJU / TIDAK SETUJU*

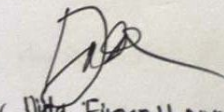
Untuk ikut sebagai responden/sampel penelitian.

Garut, 23 Maret 2024

Peneliti

(Rena Selina)

Responden


(Dida Firman H. Mypd

Keterangan: Coret yang tidak perlu

Lampiran 1. Informed Consent

JUDUL PENELITIAN : English Teachers' Perceptions on the reduction of English lesson hours in Senior High School

INSTANSI PELAKSANA : Institut Pendidikan Indonesia

Lembar Persetujuan Wawancara

(INFORMED CONSENT)

Saya adalah mahasiswa S1 Program Studi Pendidikan Bahasa Inggris yang sedang melakukan penelitian sebagai salah satu kegiatan dalam menyelesaikan tugas akhir skripsi di S1 Program Studi Pendidikan Bahasa Inggris.

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
Setelah mendengar dan memahami penjelasan diatas, dengan ini saya menyatakan

SETUJU / TIDAK SETUJU*

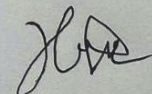
Untuk ikut sebagai responden/sampel penelitian.

Garut, 23 Maret 2024

Peneliti


(Rena Selina)

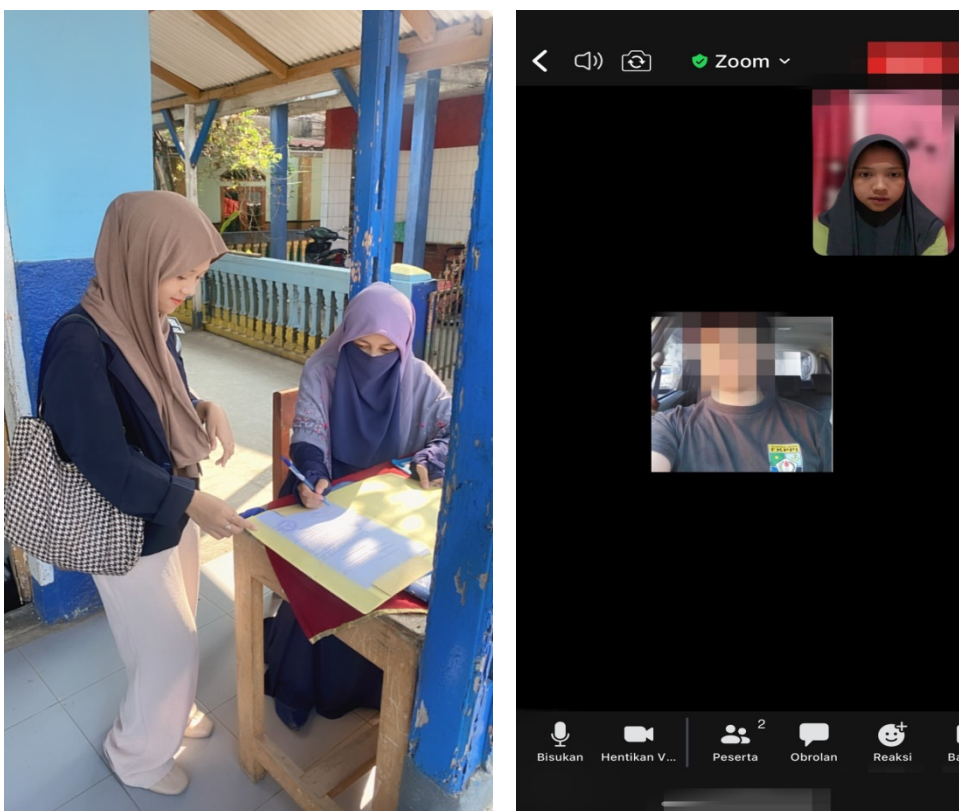
Responden


(Husnib Dewaleni)

Keterangan: Coret yang tidak perlu

APPENDIX A.6

FIGURE. INTERVIEW



CURRICULUM VITAE



The author's name is Rena Selina. She was born in Garut on August 15, 2002. She lives in Bayongbong, Garut. She graduated from SDN Cikedokan 4 in 2013. She continued her education at Mts. Al-Jumhuriyah, graduating in 2017. In 2020, he graduated from SMA Al-Musaddadiyah. Then he continued her study at the Indonesian Education Institute (IPI) Garut, majored in English Language Education Program. During his studies, she joined "Saddo Theater," an intracampus organization, as a dance trainer. Then, she graduated from the Indonesian Education Institute in 2024 (S-1).