

**TEACHERS' PERCEPTIONS OF THE INDEPENDENT
CURRICULUM IN ENGLISH SUBJECT AT SMP IN TOBOALI**



A THESIS

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Partial of the Fulfilment of the Requirement of the degree of Sarjana
Pendidikan (S.Pd.) in English Education Study Program**

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MOTTO

**THERE IS NO LIFE WITHOUT PROBLEMS
THERE IS NO STRUGGLE WITHOUT TIREDNESS
KEEP YOUR ENTHUSIASM UNTIL BISMILLAH BECOMES
ALHAMDULILLAH.**

DEDICATION

Bismillahirrahmanirrahim..

In the name of Allah, the Most Gracious, the Most Merciful. First, Praise be to Allah SWT, the Lord of the worlds, who has given researcher the opportunity to do this study and be willing to complete this thesis. I would like to dedicate this thesis to the people who have contributed to helping me complete this thesis:

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TEACHERS' PERCEPTIONS OF THE INDEPENDENT CURRICULUM IN ENGLISH SUBJECT AT SMP IN TOBOALI

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Abstract

The research examines teachers' perceptions of the implementation of the Independent Curriculum in English subjects at SMPN 5 Toboali, SMPN 6 Toboali, SMP Muhammadiyah Toboali, and Mts Al-Hasanah Toboali. This study aims to analyze teachers' opinions on the independent curriculum, its impacts, advantages and disadvantages, influencing factors, challenges, and learning methods used in this curriculum in improving student engagement and learning outcomes. A qualitative descriptive approach was using interviews, observations, and documentation to collect data from English teachers in selected schools.

Findings in this study indicate that teachers generally view the Independent Curriculum positively due to its flexibility in designing learning activities that meet students' needs and abilities. Teachers at state schools (SMPN 5 and SMPN 6) emphasized that the curriculum encourage student-centered learning, fosters critical thinking, and provides opportunities for creativity in teaching. Meanwhile, teachers at private schools (SMP Muhammadiyah and Mts Al-Hasanah) highlighted the adaptability of the curriculum, which enables them to integrate character education and individualistic values into English language learning. Several challenges were identified, including the need for ongoing teacher training, limited teaching resources, and difficulties in assessing student progress based on the new curriculum. Additionally, some teachers expressed concerns about students' readiness to take responsibility for their own learning. The study concluded that while teachers view the Independent Curriculum positively for its flexibility, challenges like training needs, limited resources, and student readiness require continuous support and professional development.

Keywords: Independent Curriculum, English Teachers, Perceptions

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Petaling, 25 February 2025

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