

THE PRECISION OF ENGLISH ATP DOCUMENT FOR GRADE X AT SMAN 1 BATANG BASED ON PHASE E

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Abstract

This study aims to determine the results of the analysis of the precision of the preparation of the Learning Objectives Flow on English ATP documents for grade X at SMAN 1 Batang based on Phase E. This study used a data source in the form of ATP English documents for grade X. The researcher used a Qualitative Descriptive Research Method. Data was obtained from document analysis and checklist worksheets. The instruments used to collect data in this study were content analysis through reading and identifying the Learning Objectives Flow based on English ATP for Grade X. The results showed that the English ATP documents for grade X by the English teacher at SMAN 1 Batang with refer to the Learning Outcomes that have been determined by MoECRT. Based on the analysis, the Learning Objectives Flow English ATP document for grade X which was compiled and used by the English teacher of SMAN 1 Batang contained inaccuracies in the preparation of the Learning Objectives Flow steps based on Phase E. However, in terms of the content English ATP document for class X used in SMAN 1 Batang is appropriate based on the achievements in Phase E.

Keywords: Learning Objectives Flow

INTRODUCTION

The Merdeka Curriculum has been released in 2021 by the Ministry of Education, Culture, Research, and Technology (MoECRT). Through the ministerial decree, Kepmendikbudristek No. 56/M/2022 regarding the implementation of the Merdeka Curriculum aims to overcome learning loss and improve the quality of education after the Covid-19 pandemic. The Merdeka Curriculum offers a curriculum structure that is more flexible and focuses on essential material. Quoted from the official website of the MoECRT, the Learning Objectives Flow is a series of learning objectives that are systematically and logically arranged in the learning phase. Barlian, et al (2022: 2113) explain that the Learning Objectives Flow is a replacement term for the syllabus in the previous curriculum. In Phase E, the learning objectives flow for grade X has a level of achievement that must be achieved, namely:

- 1) Independently identify the context, main ideas, information, and characteristics, from a variety of spoken and written texts.
- 2) Describe ideas and opinions accompanied by simple reasons.
- 3) Analyzing the context, main ideas, information, and characteristics of various spoken and written texts.
- 4) Effectively communicate main ideas and relevant details in discussions or presentations, opinions, and make comparisons about issues.
- 5) Evaluate specific and core details and the essence of various spoken and written texts.
- 6) Designing a variety of texts by paying attention to the purpose of writing, and the interests of readers.
- 7) Producing a variety of texts, using appropriate vocabulary and common verbs through a writing process.
- 8) Presents text information using a variety of presentation modes that are effective in conveying objectives.

In this study, analyzing the precision of the Learning Objectives Flow in the English Language based on Phase E becomes important. The Learning Objectives Flow is used as a reference for a teacher in designing and making lesson plans. This serves to facilitate teachers in managing learning so that they can meet the learning outcomes that have been determined by National Education Standards. This study aims to determine the results of analyzing the precision of Learning Objectives Flow on English ATP documents for grade X at SMAN 1 Batang based on Phase E.

RESEARCH METHOD

Qualitative research is used as the method of this study. Referring to Creswell (2014), qualitative research is an approach to exploring and understanding meaning by using questions and involving procedures. This research uses content analysis. In this case, the object of research is a document. Researchers will analyze the components of the document and interpret the contents using a theory. Data sources for qualitative research can come from many sources, including documentation, interviews, observations, audio-visual recordings, and physical artifacts (Creswell, 2012). In this study, the data sources used is physical artifacts. The physical artifact data in this study is a document of English Language ATP for grade X from SMAN 1 Batang.

The technique used is the study of secondary documents. Data was obtained from document analysis and checklist worksheets. In collecting the research data, the researcher needed the instruments (Gilbert, 1979). The instrument used is content analysis. The application of data collection in content analysis is collected from any documents (Titscher, S., et.al, 2000). The instrument used to collect data in this study was reading and identifying the Learning Objectives Flow based on English Language ATP for Grade X.

The English ATP document for grade X used by SMAN 1 Batang can be in the form of hard files or soft files. How to get it by building familiarity between researchers and teachers. The data obtained were then analyzed through tables and checklist worksheets for the completeness of the components Learning Objectives Flow English ATP for grade X based on Phase E. Next, the researcher interpreted the findings to determine the precision of English Language ATP for Grade X. Finally, the researcher concludes the results of the analysis in a qualitative description.

ANALYSIS

Based on the data received, SMAN 1 Batang is the senior high school in Batang Regency to adopt its curriculum in the 'Tahap Siap' category based on Tahapan Implementasi Kurikulum Merdeka di Satuan Pendidikan (2022: 4). This is reflected in the Learning Objectives Flow English ATP document for grade X, which is different from the Learning Objective Flow reference provided by MoCER. The English teachers of grade X at SMAN 1 Batang have been able to independently reformulate and design the Learning Objectives Flow English ATP document.

The Components of the Learning Objectives Flow English ATP document designed by the English teacher for grade X in SMA Negeri 1 Batang include :

Table 4.1 Components of the Learning Objectives Flow English ATP

No .	Component-based on Merdeka Curriculum	English ATP Document for Grade X SMAN 1 Batang
1.	Identity	V
2.	Learning Outcomes	V
3.	Elements of Each Phase	V
4.	Learning Objectives	V
5.	Learning Objectives Flow	-

The Learning Objectives Flow English ATP document for grade X is compiled independently by the English teacher of SMAN 1 Batang. The components in the English ATP document are different from the references provided by the government. The components contained include:

a). Learning Outcomes,

b). Elements of Phase E,

c). Learning Objectives,

d). Material Content,

e). Profil Pelajar Pancasila, and

f). Time Allocation. In the English ATP document for grade X from SMAN 1 Batang, no section explicitly explains the points of the learning objectives flow.

Table 4.2 The Precision of Learning Objectives Flow English ATP

(by SMAN 1 Batang)		(Phase E)
LISTENING – SPEAKING		
M1.	Students are able to capture the essence of the conversation, asking and giving opinions and thoughts to others critically.	1). Independently identify the context, main ideas, information, and characteristics.
M2.	Students can analyze the linguistic elements of transactional interaction texts by expressing opinions and thoughts critically.	3). Analyzing the context, main ideas, information, and characteristics.
M3.	Students are able to express opinions by asking and giving opinions and thoughts to others, both orally and in writing politely.	2). Describe ideas and opinions accompanied by simple reasons.
READING – VIEWING		
M.1	Students are able to identify the social functions of Narrative text.	1). Independently identify the context, main ideas, information, and characteristics.
M.2	Students are able to analyze the structure of Narrative text and linguistic elements correctly.	3). Analyzing the context, main ideas, information, and characteristics.
M.3	Summarize the contents of the Narrative text correctly.	
M.4	Analyzing the moral message of Narrative text appropriately.	
M.5	Students are able to identify general descriptions, specific and detailed information from descriptive texts confidently and responsibly.	1). Independently identify the context, main ideas, information, and characteristics.
M.6	Students are able to analyze the linguistic structure used in descriptive texts confidently.	3). Analyzing the context, main ideas, information, and characteristics.
WRITING – PRESENTATION		
M.23	Students are able to plan the preparation of narrative text fiction by the goals and target readers carefully.	6). Designing a variety of texts by paying attention to the purpose of writing.
M.24	Students are able to write Narrative fictional stories with the goals and target readers well.	7). Producing a variety of texts.
M.25	Students are able to correct and develop Narrative texts that have been well composed.	5). Evaluate specific and core details.
M.26	Students are able to present Narrative texts that have been compiled to the public through various channels.	8). Presents text information.

Based on the data, it was identified that there were differences in the arrangement of Learning Objectives Flow steps in the English ATP document compiled by the X class English teacher at SMAN 1 Batang with the stages in Phase E. In the Listening-Speaking element, point M2 in the English ATP document is the third stage in Phase E. Then, point M3 in the same element is the second stage in Phase E. Point M2 should be structured and adapted to the second stage, while point M3 is structured and adjusted to the third stage of Phase E. In the Reading-Viewing element point M2, M3, and M4 in the English ATP document are the third stage in Phase E. Then, point M5 is the first stage of Phase E, while point M6 is the third stage of Phase E. Thus, it can be concluded that there is an arrangement of points that are not following the flow of the stages in Phase E.

The characteristics of the Merdeka Curriculum policy are to facilitate teachers in making learning tools independently that are tailored to their needs. However, the arrangement of the steps in the English ATP document for grade X should be arranged and adapted to the stages in Phase E. The results showed that the English ATP documents for grade X by the English teacher at SMAN 1 Batang refer to the Learning Outcomes that have been determined by MoECRT. Based on the analysis, the Learning Objectives Flow English ATP document for grade X which was arranged and used by the English teacher of SMAN 1 Batang contained inaccuracies in the arrangement of the Learning Objectives Flow steps based on Phase E. However, in terms of the content English ATP document for grade X in SMAN 1 Batang is appropriate based on the achievements in Phase E.

CLOSING

The publication of the Merdeka Curriculum aims to improve the quality of post-pandemic education. This curriculum presents simpler and more in-depth

learning rules; more relevant and interactive; as well as more independent. Teachers can be flexible in carrying out learning tailored to students' needs and characteristics. The English skills applied in the learning outcomes of the Merdeka Curriculum refer to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) and are equivalent to level B1.

In Phase E of English, elements of learning outcomes include: a). Listening – Speaking, b). Reading – Viewing, and c). Writing – Presentation. Derived from the Learning Objectives Flow English ATP for grade X in Phase E show that there is the application of Higher Order Thinking Skills (HOTS) based on Marzano's Taxonomy. From the research finding, SMAN 1 Batang is a school that applies the Merdeka Curriculum in the "*Tahap Siap*" category. The Learning Objectives Flow English ATP document for grade X which was arranged and used by the English teacher of SMAN 1 Batang contained inaccuracies in the arrangement of the Learning Objectives Flow steps based on Phase E. However, in terms of the content English ATP document for grade X in SMAN 1 Batang is appropriate based on the achievements in Phase E.

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