

ABSTRACT

Izzati, Sephia Nurul. (2025). Teachers' Perceptions of Utilizing and Content *English for Nusantara* Student Textbook in the *Merdeka Curriculum*-Based English Lessons: A Case Study in the 7th Grade of Islamic Junior High School

This study aims to explore teachers' perceptions regarding the utilizing and content of the *English for Nusantara* textbook within the *Merdeka Curriculum* for seventh grade at an Islamic junior high school. These perceptions reveal how teachers understand and interpret various educational contexts, particularly in relation to utilizing and the content of the textbook. By gaining insight into these perspectives, the researcher can further examine how teachers engage with teaching materials and the subsequent impact on the teaching and learning processes. Additionally, this study aims to provide valuable insights for curriculum developers and textbook publishers, enabling them to create more relevant and effective educational resources.

This study employed a qualitative methodology encompassing observation, interviews, and documentation to explore the perceptions of two English teachers' regarding the usefulness, flexibility, innovation, and effectiveness of the *English for Nusantara* textbook in facilitating the achievement of English language learning objectives. This approach enabled researcher to gather in-depth, contextual data, thereby allowing for a more thorough analysis of the teachers' perspectives.

The findings indicated that the *English for Nusantara* textbook is valuable and effective in addressing students' needs. Teachers regard this textbook as a relevant resource for achieving educational objectives and demonstrating flexibility and adaptability across various learning contexts. Furthermore, it aligns well with students' interests, offering a learning experience that fosters skill development in line with the *Merdeka Curriculum*. Consequently, this study not only underscores the textbook's effectiveness but also presents recommendations for future enhancements to ensure it remains relevant to the evolving needs of education.

In conclusion, the *English for Nusantara* textbook has received positive teacher perceptions. They consider this textbook to be relevant and of high value in helping students' English learning. In addition, the materials presented in this textbook are believed to align with the objectives of the *Merdeka Curriculum* and effectively increase student engagement and language skills. Therefore, this positive perception can be the basis for further developing more effective textbooks and teaching methods to meet the desired educational standards.

Keywords: *Merdeka Curriculum, English for Nusantara, Teacher perception*