

ABSTRACT

Elma Putri Faradisa, 1212040047. English Teachers' Perception of Implementation of the Merdeka Curriculum at Four Integrated Islamic Elementary Schools Level: A Case Study.

English, as one of the 21st-century skills, plays an important role in preparing students to face global challenges. With the implementation of the Merdeka Curriculum and the latest policy from the Ministry of Education. This study aims to determine teachers' perceptions of the implementation of the Merdeka Curriculum in English language learning at the integrated Islamic elementary school level.

This study uses a qualitative descriptive approach with a case study design. The instruments used are a combination of questionnaires and in-depth interviews. The research subjects consist of four English teachers from different Integrated Islamic Elementary Schools in Bandung Regency.

The results of the study indicate that teachers have a generally positive perception of the implementation of the Merdeka Curriculum. Teachers appreciate the flexibility provided in designing more contextual and student-centered English language learning. From the interview results, teachers understand the direction of the curriculum policy and the urgency of teaching English from an early age as part of today's skills. Teachers also show enthusiasm and openness toward enjoyable and adaptive learning tailored to students' characteristics. In practice, teachers employ various strategies such as using games, grouping students based on ability, utilizing songs and visual media, and linking lesson content to students' daily lives. However, some challenges were identified, including uneven training, limited specialized English teaching resources, and complexity in understanding the structure of learning outcomes. These findings are supported by survey results with scores ranging from 3.37 to 3.93, indicating that teachers have a positive view of this curriculum.

The conclusions of this study indicate that teachers support flexible learning, student-centered approaches, and the importance of English language proficiency in facing global challenges. However, there are still obstacles such as limited facilities and training. This study recommends that schools and the government provide more equitable support in the form of training and learning resources.

Keywords: *Teacher perceptions, Merdeka Curriculum, English subject, Islamic elementary school.*