

**THE IMPLEMENTATION OF *UNIT KEGIATAN BELAJAR MANDIRI*
(UKBM) AT SKS CLASS IN ENGLISH LANGUAGE LEARNING AT
MTsN 1 BUKITTINGGI**

THESIS

*Submitted in Partial Fulfillment of the Requirements for the Undergraduate
Program in the English Tadris Department for the Strata One (S1) Degree.*



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2. If it is later discovered and proven that any part or the whole content of this thesis violates the research code of ethics, I am willing to accept all legal consequences in accordance with the relevant provisions.

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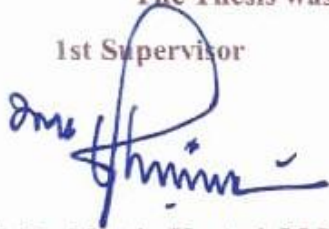
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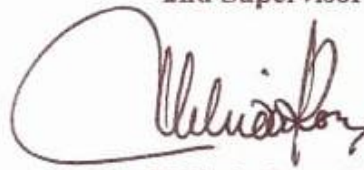
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The thesis entitled “*The Implementation of Unit Kegiatan Belajar Mandiri (UKBM) at SKS Class in English Language Learning at MTsN 1 Bukittinggi*” written by **Annisa Rahmi**, students register number: 2114050020 has been examined by Board of Examination in the faculty of Tarbiyah and Teacher Training of Universitas Islam Negeri (UIN) Imam Bonjol Padang, on February 10th, 2026. Therefore, it has accepted as one of the requisites to procedure Academician Degree Program of Strata One (S1) degree in English Tadris Department.

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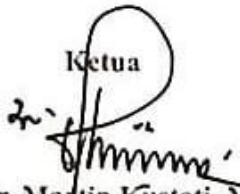
PENGESAHAN TIM PENGUJI

Skripsi dengan judul “The Implementation of *Unit Kegiatan Belajar Mandiri* (UKBM) at SKS Class in English Language Learning at Mtsn 1 Bukittinggi”, yang ditulis oleh Annisa Rahmi NIM 2114050020 telah diujikan dalam sidang Munaqasyah Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Imam Bonjol Padang pada tanggal 10 Februari 2026, Oleh karena itu telah diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd) Program Strata Satu (S1) pada Jurusan Tadris Bahasa Inggris.

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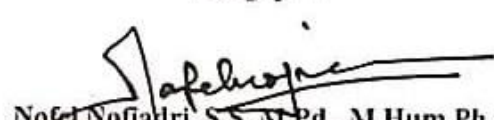
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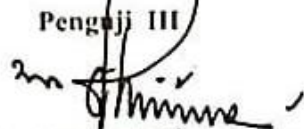
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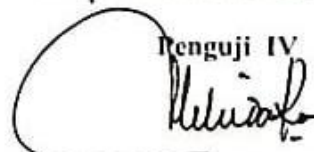
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Padang, Feruary 19th, 2026
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ABSTRACT

Annisa Rahmi, 2026, “The Implementation of *Unit Kegiatan Belajar Mandiri* (UKBM) at SKS Class in English Language Learning at MTsN 1 Bukittinggi”

This study aims to examine students’ engagement and teacher strategies in the implementation of *Unit Kegiatan Belajar Mandiri* (UKBM) in English learning at a class applying the Semester Credit System (SKS) at MTsN 1 Bukittinggi. This research used a qualitative descriptive approach. The data were collected through classroom observation, interviews with the English teacher, and documentation of the UKBM module on the topic of Invitation. Classroom observation was conducted in three meetings in class VIII-E, and the interview was conducted to confirm and deepen the observation findings. Data were analyzed using the Miles, Huberman, and Saldana model, including data reduction, data display, and conclusion drawing with triangulation. The findings show that students demonstrated active engagement through self-improvement in independent learning and peer tutoring activities. Students gradually developed greater responsibility, confidence, and learning autonomy in completing the UKBM. In addition, the teacher applied strategies such as pair collaboration, group discussion, problem-based learning, and alternative learning media to support the implementation of UKBM. Therefore, the implementation of UKBM in the SKS class promotes students’ self-directed learning and supports active engagement in English learning.

Keywords: *Unit Kegiatan Belajar Mandiri* (UKBM), Self-Directed Learning, students’ engagement, teacher’s strategies, Semester Credit System (SKS), English language learning.

ABSTRAK

Annisa Rahmi, 2026, “Implementasi *Unit Kegiatan Belajar Mandiri* (UKBM) dalam Pembelajaran Bahasa Inggris pada Kelas Sistem Kredit Semester (SKS) di MTsN 1 Bukittinggi”

Penelitian ini bertujuan untuk mengkaji keterlibatan siswa dan strategi guru dalam implementasi Unit Kegiatan Belajar Mandiri (UKBM) pada pembelajaran Bahasa Inggris di kelas yang menerapkan Sistem Kredit Semester (SKS) di MTsN 1 Bukittinggi. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Data dikumpulkan melalui observasi kelas, wawancara dengan guru Bahasa Inggris, serta dokumentasi berupa modul UKBM dengan topik Invitation. Observasi dilakukan dalam tiga kali pertemuan di kelas VIII-E, sedangkan wawancara dilakukan untuk mengonfirmasi dan memperdalam temuan hasil observasi. Analisis data menggunakan model Miles, Huberman, dan Saldana yang meliputi reduksi data, penyajian data, serta penarikan dan verifikasi kesimpulan melalui triangulasi data. Hasil penelitian menunjukkan bahwa siswa menunjukkan keterlibatan aktif melalui peningkatan kemandirian (self-improvement) dalam belajar serta kegiatan tutor sebaya. Siswa secara bertahap menunjukkan tanggung jawab, kepercayaan diri, dan kemandirian belajar yang lebih baik dalam menyelesaikan UKBM. Selain itu, guru menerapkan beberapa strategi seperti pair collaboration, group discussion, problem-based learning, serta penggunaan media alternatif untuk mendukung implementasi UKBM. Dengan demikian, implementasi UKBM pada kelas SKS mendukung pengembangan pembelajaran mandiri dan meningkatkan keterlibatan siswa dalam pembelajaran Bahasa Inggris.

Kata Kunci: Unit Kegiatan Belajar Mandiri (UKBM), keterlibatan siswa, strategi guru, Self-Directed Learning, Sistem Kredit Semester (SKS), pembelajaran Bahasa Inggris.

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