

**TEACHERS' VOICES: NAVIGATING ENGLISH TEACHING  
STRATEGIES AND CHALLENGES IN THE MERDEKA  
CURRICULUM FRAMEWORK**

**SKRIPSI**

*Submitted Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By**

**AINUN SA'DIYAH**  
**2202050014**



**UMSU**

Unggul | Cerdas | Terpercaya

**FACULTY OF TEACHER AND TRAINING EDUCATION  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
MEDAN  
2026**



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1  
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Sabtu, Tanggal 18 April 2026, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Ainun Sa'diyah  
NPM : 2202050014  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Teachers' Voices: Navigating English Teaching Strategies and Challenges in The Merdeka Curriculum Framework

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : ( ) Lulus Yudisium  
( ) Lulus Bersyarat  
( ) Memperbaiki Skripsi  
( ) Tidak Lulus

#### PANITIA PELAKSANA

Ketua

Dra. Hj. Syamsuyurnita, M.Pd.

Sekretaris

Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.

#### ANGGOTA PENGUJI:

1. Dr. Pirman Ginting, S.Pd., M.Hum.
2. Selamat Husni, S.Pd., M.Hum., Ph.D.
3. Dr. Khairun Niswa, S.Pd., M.Hum.

1.

2.

3.



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website <http://www.fkip.umma.ac.id> E-mail [fkip@umma.ac.id](mailto:fkip@umma.ac.id)

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Ainun Sa'diyah  
N.P.M : 2202050014  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Teachers' Voices: Navigating English Teaching Strategies and Challenges in The Merdeka Curriculum Framework.

sudah layak disidangkan.

Medan, 14 April 2026

Disetujui oleh:

Pembimbing

Dr. Khairun Niswa, S.Pd., M.Hum.

Diketahui oleh:

Dekan

Dra. Hj. Syamsusurnita, M.Pd.

Ketua Program Studi

Dr. Pirman Ginting, S.Pd, M.Hum.



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

## PERNYATAAN KEASLIAN SKRIPSI



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Ainun Sa'diyah  
N.P.M : 2202050014  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Teachers' Voices: Navigating English Teaching Strategies and Challenges in The Merdeka Curriculum Framework.

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "Teachers' Voices: Navigating English Teaching Strategies and Challenges in The Merdeka Curriculum Framework" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenarnya.

Medan, April 2026  
Hormat Saya  
Yang membuat pernyataan,

  
Ainun Sa'diyah



## ABSTRACT

**Ainun Sa'diyah. 2202050014, "Teachers' Voices: Navigating Teaching Strategies and Challenges in The Merdeka Curriculum Framework". Skripsi. English Education Department Faculty of Teacher Training and Education Muhammadiyah University, North Sumatera. 2026.**

This study explores English teachers' strategies and challenges in implementing the Merdeka Curriculum in Indonesian secondary schools. Grounded in a qualitative descriptive design, the research aims to capture teachers' voices as they interpret and adapt curriculum principles in real classroom context. Data were collected through semi-structured interviews and document analysis involving English teachers with varying levels of experience. The findings reveal that while most teachers demonstrate a moderate understanding of the Merdeka Curriculum, its practical implementation remains inconsistent. Teachers tend to combine Communicative Language Teaching (CLT) with traditional grammar-based approaches, while the application of Project-Based Learning (PBL) and differentiated instruction is still limited. Several key challenges were identified, including time constraints, limited resources, minimal institutional support, and diverse student competencies. These challenges contribute to a gap between curriculum ideals and classroom practices. To address these issues, teachers employ adaptive strategies such as peer collaboration, utilization of digital tools, and simplification of assessment methods. The discussion highlights that teachers' voices reflect both enthusiasm for innovation and frustration with systemic barriers. The study concludes that successful implementation of the Merdeka Curriculum requires not only teacher adaptability but also continuous professional development, structured support systems, and collaborative learning environments. This research contributes to a deeper understanding of curriculum enactment and offers practical insights for improving English language teaching practices within the Merdeka Curriculum framework.

**Keywords:** *Differentiated Instruction, Merdeka Curriculum, Project-Based Learning, Teacher Challenges, Teacher Strategies, Teachers' Voices.*

## ACKNOWLEDGEMENT



Assalamu'alaikum Warahmatullahi Wabarakatuh.

Alhamdulillahirabbil'alamin, all praises are devoted to Allah Subhanahu Wa Ta'ala for endless mercy, blessings, and guidance that have enabled the Researcher to complete this thesis entitled "Teachers' Voices: Navigating Teaching Strategies and Challenges in The Merdeka Curriculum Framework".

The Researcher realizes that in the preparation of this thesis, it is realized thanks to help, direction, guidance and prayers from various parties. Therefore, the Researcher would also like to express sincere appreciation and gratitude to:

1. Prof. Dr. Agussani, M.AP., as the Rector of the University of Muhammadiyah Sumatera Utara.
2. Hj. Dra. Syamsuyurnita, M.Pd., as the Dean of the Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.
3. Dr. Hj. Dewi Kesuma Nasution, S.S., M.Hum., as the Vice Dean I of the Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.
4. Dr. Mandra Saragih, S.Pd., M.Hum., as the Vice Dean III of the Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.
5. Dr. Pirman Ginting, S.Pd., M.Hum., as the Head of the English Education Study Program, Faculty of Teacher Training and Education, University of

Muhammadiyah Sumatera Utara.

6. Adib Jasni Kharisma, S.Pd., M.Hum., as the quality assurance group of English Education Study Program of Faculty of Teacher and Training Education of Universitas Muhammadiyah Sumatera Utara.
7. Selamat Husni Hasibuan, S.Pd., M. Hum., Ph.D., as the Secretary of the English Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.
8. Dr. Khairun Niswa, S.Pd., M.Hum., as the Researcher's supervisor, who has patiently provided guidance and continuous encouragement throughout the process of completing this research.
9. Especially to the late Mr. Dalino, the figure I miss the most. It's hard to be left behind forever. but Thank you for all the sacrifices, love, and all forms of responsibility for a decent life that have been given during your life. Thank you for being my biggest reason to keep the spirit of fighting to get a bachelor's degree. Even though it is hard to pass the harshness of life without being accompanied by a father figure, envy and longing often make you fall. I hope you are proud of my efforts and struggles so far.
10. To my beloved mother, Mrs. Sri ani, thank you for sacrificing a lot of time, energy and effort, always fighting for the lives of her children, replacing the role of a father to be a pride to have great parents who always support their children to achieve their dreams. He did not have time to experience education until college, but he was able to educate and motivate endlessly until the writer was able to complete his studies until he graduated.

11. To my younger brother M.fahrezi and my younger sisters Salsabila and Arumi thank you for participating in the writer's education process so far, thank you for the spirit, prayers and love that are always given to the writer. Grow up to be the greatest version.
12. To someone whose presence is no less important, friends who are already like my family, Dewi Ayu Nirwana, Nurfadila nst and Encik Wanda Halizah S.Pd. Thank you for listening to the Researcher complaints, contributing in writing this thesis, giving help, support, enthusiasm and energy. Thank you for being a part of my preparation journey until the preparation of this thesis is done.
13. For my other friends anjeli, naya, icak, rupa, aini and muna who have also helped a lot during my college years and made my college period cheerful and fun.
14. To the friends of the class of 2022 (English education) thank you for the joys and sorrows. That we have been through, may we all become successful people.
15. And the last one is no less important which is To myself Ainun Sa'diyah. Thank you for holding on so far. Thank you for still choosing to try and celebrate yourself at this point, even though you often feel hopeless about what you have tried and have not succeeded, but thank you for still being a human being who always wants to try and does not get tired of trying. Thank you for deciding not to give up no matter how difficult the thesis preparation process is, this is an achievement that should be appreciated for ourselves. Be happy wherever you are, Ainun. As for your less and more, let's celebrate

ourselves.

Finally, the Researcher realizes that this research is still far from perfect.

Therefore, constructive criticism and suggestions from readers are highly appreciated for the improvement of this research in the future. The Researcher sincerely hopes that this study can provide valuable contributions to readers, researchers, and the development of educational research.

May Allah Subhanahu Wa Ta'ala reward all the kindness, support, and assistance given with abundant blessings both in this world and in the hereafter.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Medan, 10 April 2026  
The Reaearcher

**Ainun Sa'diyah**  
**NPM: 2202050014**

## TABLE OF CONTENTS

<b>TABLE OF CONTENTS</b> .....	i
<b>CHAPTER I</b> .....	1
<b>INTRODUCTION</b> .....	1
1.1 Background of the Study .....	1
1.2 The Identification of The Problem .....	3
1.3 Scope and Limitation.....	3
1.4 The Formulation of The Problem.....	4
1.5 The Objective of The Study .....	5
1.6 The significance of The Study.....	5
<b>CHAPTER II</b> .....	7
<b>REVIEW OF LITERATURE</b> .....	7
2.1 Theoretical Framework .....	7
2.1.1 The Merdeka Curriculum .....	7
2.1.2 Constructivist Learning Theory.....	9
2.1.3 Communicative Language Teaching (CLT).....	11
2.1.4 Project-Based Learning (PBL) .....	13
2.1.5 Task-Based Language Teaching (TBLT).....	16
2.1.6 Differentiated Instruction .....	18

2.1.7 Authentic Assessment .....	20
2.1.8 Teacher Professional Development and Reflective Practice.....	23
2.2 Review of Previous Studies.....	25
2.3 Conceptual Framework .....	29
<b>CHAPTER III.....</b>	<b>33</b>
<b>RESEARCH METHODOLOGY.....</b>	<b>33</b>
3.1 Research Design.....	33
3.2 Source of the Data .....	36
3.4 Technique for Analyzing the Data .....	40
<b>CHAPTER IV .....</b>	<b>43</b>
<b>FINDINGS AND DISCUSSION.....</b>	<b>43</b>
4.1 Findings.....	43
4.2 Discussion .....	47
<b>CHAPTER V .....</b>	<b>50</b>
<b>CONCLUSION AND SUGGESTION .....</b>	<b>50</b>
5.1 Conclusion .....	50
5.2 Suggestion.....	51
<b>REFERENCES.....</b>	<b>54</b>

**LIST OF TABLE**

Table 4.1 Findings the Data ..... 44

## LIST OF FIGURES

Figure 2.1 Diagram of Conceptual Framework.....	29
---	----

## LIST OF APPENDIXES

Appendix 1. Surat Permohonan Izin Riset.....	60
Appendix 2. Questionnaires Questions.....	61
Appendix 3. Questionnaires Display in Google Forms .....	62
Appendix 4. Research Documentation.....	63
Appendix 5 Format Pengesahan Judul Skripsi.....	65
Appendix 6. Format K-1 .....	66
Appendix 7. Format K-2 .....	67
Appendix 8. Format K-3 .....	68
Appendix 9. Berita Acara Bimbingan Proposal.....	69
Appendix 10. Berita Acara Seminar Proposal .....	70
Appendix 11. Surat Keterangan Seminar Proposal .....	71
Appendix 12. Lembar Pengesahan Hasil Seminar Proposal .....	72
Appendix 13. Surat Keterangan Riset.....	73
Appendix 15. Berita Acara Bimbingan Skripsi .....	74
Appendix 16. Curriculum Vitae.....	75

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

Education in Indonesia has undergone a major transformation since the introduction of the Independent Curriculum (Kurikulum Merdeka), which aims to create more flexible, student-centered, and competency-oriented learning. This curriculum is designed to give teachers the freedom to adapt their teaching methods based on the needs, local context, and characteristics of their students. Within this new educational framework, English teachers play a crucial role in implementing innovative learning strategies that foster students' communicative competence and critical thinking skills. However, despite the curriculum's promising goals, many teachers still face challenges in understanding and implementing the principles of the Independent Curriculum in the classroom (Ariska, 2024).

During my teaching practice program (PLP) at SMA Tamansiswa Medan, I observed that some teachers had not yet fully implemented the Merdeka Curriculum as intended. Several teachers still relied heavily on the lecture method without engaging students in the learning process. As a result, students had limited opportunities to actively explore the learning materials, which hindered the development of Profil Pelajar Pancasila values. In addition, teachers tended to assign the same tasks and evaluations to all students without considering their individual abilities and learning differences. Furthermore, when asked about the use of teaching modules, some teachers responded by suggesting to "find materials

from Google," indicating that they preferred to copy teaching modules from the internet without adapting them to the classroom context. Some others even continued to use lesson plans (RPP) from the previous curriculum, showing a lack of understanding and adaptation to the Merdeka Curriculum framework.

Research by (Helmia, 2023) shows that although English teachers have positive perceptions of the Independent Curriculum, many still struggle to develop lesson plans that align with the curriculum's learning outcomes and philosophy of independence. Teachers often have to modify existing teaching methods and develop new, contextualized materials, which poses challenges without adequate training or institutional support. These findings align with research by (Anatasya, 2025), which highlighted that teachers still tend to use a traditional grammar-based approach and experience difficulties integrating communicative strategies and project-based learning within the Independent Curriculum framework.

Furthermore (Disti, 2024) found that the implementation of the Independent Curriculum at the high school level remains inconsistent due to limited resources, uneven teacher preparedness, and unclear evaluation standards. These conditions create a gap between curriculum policy and practice. Therefore, teacher voices are a crucial source of information for understanding how policy translates into practice and how teachers address various challenges in the learning process. Similarly (Syifa, 2024) expressed a similar sentiment, stating that a flexible approach to curriculum design can only be effective if teachers are given the opportunity to experiment, reflect, and share experiences with colleagues something that is still under-recognized in current teacher professional development programs.

Based on these conditions, it is important to examine how English teachers interpret, navigate, and adapt their teaching strategies to meet the demands of the Independent Curriculum. Exploring teacher voices can provide a deeper understanding of the lived experiences, pedagogical decisions, and adaptive strategies teachers employ to address classroom challenges. Therefore, this study aims to examine the strategies and challenges faced by English teachers in implementing the Independent Curriculum, while also contributing to a deeper understanding of the implementation of curriculum innovation in the context of English teaching in Indonesia.

## **1.2 The Identification of The Problem**

Based on the background of the study, several issues can be identified regarding the implementation of English language teaching under the Merdeka Curriculum framework, as follows:

1. Some English teachers still lack a comprehensive understanding of the fundamental concepts and principles of the Merdeka Curriculum.
2. There is a wide variation in how teachers interpret and adapt the curriculum based on their school context and students' characteristics, which may affect learning effectiveness.

## **1.3 Scope and Limitation**

This study focuses on exploring the experiences, strategies, and challenges faced by English teachers in implementing the Independent Curriculum.

Participants in this study were English teachers at the junior high and/or senior high school levels who have implemented the Independent Curriculum in their teaching activities. The main focus of the study includes teaching strategies, implementation challenges, and adaptation efforts made by teachers in facing the dynamics of the curriculum's implementation.

This study used a qualitative approach with data collection techniques through in-depth interviews, focus group discussions (FGDs), and document analysis to explore teachers' voices in depth and authenticity.

The limitations of this study lie in its scope and context. The study focused solely on teachers' perspectives without quantitatively measuring student learning outcomes. Furthermore, the data collected was contextual, limited to specific regions or types of schools, and therefore cannot be generalized to all schools in Indonesia. Limited time, number of participants, and access to the research location also limited the depth of data collection, particularly during direct classroom observations.

Nevertheless, this research is still expected to provide a meaningful contribution in understanding how English teachers navigate strategies and face challenges in implementing the Independent Curriculum, as well as become a basis for further research and education policies.

#### **1.4 The Formulation of The Problem**

Based on the identification of the problem above, the research question can be formulated as follows:

1. How do English teachers navigate their teaching strategies and overcome challenges in implementing the Merdeka Curriculum framework?
2. What challenges do English teachers face in implementing the Merdeka Curriculum, and how do these challenges influence their instructional practices?

### **1.5 The Objective of The Study**

The objectives of this study are as follows:

1. To explore how English teachers perceive, adapt, and modify their teaching strategies in implementing the Merdeka Curriculum framework.
2. To provide insights and recommendations for improving English teaching practices and enhancing teachers' professional development within the Merdeka Curriculum framework.

### **1.6 The significance of The Study**

This study is expected to provide both theoretical and practical contributions. Theoretically, the findings of this research are anticipated to enrich the existing body of knowledge in the field of English language teaching, particularly within the context of the Merdeka Curriculum. By exploring teachers' voices, this study may offer a deeper understanding of how English teachers apply and adapt their teaching strategies in response to the new curriculum framework. Furthermore, it can contribute to the development of theoretical perspectives on curriculum innovation and pedagogical practices in Indonesia's educational setting.

Practically, the results of this study are expected to benefit several stakeholders. For English teachers, this study can provide insights and examples of effective strategies and adaptations that may assist them in overcoming challenges during the implementation of the Merdeka Curriculum. For school administrators and policymakers, the study may serve as a valuable source of information to enhance teacher training programs, strengthen support systems, and refine curriculum implementation guidelines. Lastly, for future researchers, this study can act as a reference and foundation for further investigations on teaching strategies, teacher experiences, and curriculum implementation in similar educational contexts.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

##### **2.1.1 The Merdeka Curriculum**

The Merdeka Curriculum, also known as the Independent Curriculum, is an educational reform introduced by the Indonesian government to promote flexible, student-centered, and competency-based learning. This curriculum aims to provide greater autonomy for schools and teachers in designing learning experiences that respond to students' needs, abilities, and learning contexts. Several studies describe the Merdeka Curriculum as a response to the limitations of previous rigid curricula, which often restricted teachers' creativity and limited students' active engagement in the learning process (Dewi Syafriani A. D., 2023)

From a theoretical perspective, the Merdeka Curriculum is grounded in constructivist and humanistic learning theories, which emphasize learners' active roles in constructing knowledge through meaningful experiences. The curriculum encourages learning activities that are contextual, reflective, and exploratory, allowing students to learn at their own pace. According to (Videlindah Ani Sophiandry Haan, 2024) the Merdeka Curriculum integrates principles of learner autonomy and experiential learning, which align with contemporary views of effective language education and 21st-century skills development.

Another key principle of the Merdeka Curriculum is its strong emphasis on competency development and character education through the Profil Pelajar

Pancasila. This framework highlights essential competencies such as critical thinking, creativity, collaboration, communication, and moral values. Research suggests that the integration of character education within academic learning is intended to produce learners who are not only academically competent but also socially responsible and independent (Anggra Prima, 2023). This emphasis reshapes the role of teachers from content deliverers to facilitators who guide students in developing both language skills and character values.

In terms of instructional practice, the Merdeka Curriculum grants teachers flexibility in selecting teaching methods, learning materials, and assessment techniques. Teachers are encouraged to use authentic assessment, project-based learning, and differentiated instruction to accommodate students' diverse learning needs. However, studies indicate that while this flexibility offers opportunities for innovation, it also requires a deep understanding of curriculum concepts and strong pedagogical competence (Wahyusi M. W., 2024). Without sufficient support and training, teachers may struggle to fully implement these principles in classroom practice.

Furthermore, the Merdeka Curriculum represents a shift from content-oriented instruction toward meaningful learning that prioritizes learning processes over merely achieving learning outcomes. This paradigm shift aligns with global educational trends that stress lifelong learning, learner autonomy, and critical literacy. Literature reviews on curriculum reform in Indonesia suggest that the success of the Merdeka Curriculum largely depends on how teachers interpret and enact its principles within their specific teaching contexts (Latifah Hanum, 2025).

Therefore, understanding teachers' perspectives is essential to evaluate how this curriculum is implemented in real classroom settings, particularly in English language teaching.

### **2.1.2 Constructivist Learning Theory**

Constructivist Learning Theory forms the cornerstone of the Merdeka Curriculum, viewing learning as a dynamic, active process where individuals construct knowledge through personal experiences, social interactions, reflection, and contextual engagement rather than passively absorbing pre-packaged information from authoritative sources. This paradigm fundamentally shifts the educational landscape by empowering learners to build subjective realities, integrating new insights with prior schemas via mechanisms like assimilation where novel experiences fit into existing cognitive structures and accommodation where those structures evolve to embrace discrepancies core tenets advanced by Jean Piaget's cognitive constructivism. Piaget's stage-based model, particularly the concrete operational phase relevant to elementary students, underscores the value of hands-on, manipulative activities that enable logical schema formation through direct interaction with tangible objects, fostering disequilibrium that drives intellectual growth (Diana Arista Dewi, 2025).

Complementing Piaget's individual focus, Lev Vygotsky's social constructivism illuminates the sociocultural dimensions of learning, introducing the Zone of Proximal Development (ZPD) the gap between what learners can achieve independently and with guided support as a pivotal concept where scaffolding from more knowledgeable peers or teachers propels advancement. Vygotsky emphasized

cultural tools, language as a mediating artifact, and collaborative dialogue for negotiating meaning, arguing that higher mental functions originate in social interactions before internalization. Jerome Bruner extends this framework with his discovery learning and spiral curriculum approaches, advocating repeated exposure to concepts at escalating complexity levels to encourage hypothesis generation, testing, and readiness for mastery, thereby bridging cognitive and social constructivist strands (Bussayarat Nithideechaiwarachok, 2024).

Within English language teaching (ELT), constructivism manifests through learner-centered pedagogies that prioritize authentic, interactive tasks such as role-plays simulating real-life scenarios, project-based discussions on culturally relevant topics, collaborative writing projects, and task-based language activities centered on problem-solving to develop communicative competence. These methods embrace errors as integral to interlanguage development, where learners iteratively refine their linguistic schemas in meaningful contexts, free from punitive correction, while teachers facilitate by diagnosing ZPD needs and providing just-right scaffolding like modeling, prompting, or peer pairing. Situational immersion embedding language in everyday communicative events further aligns with constructivist tenets, promoting deep processing over superficial memorization and cultivating fluency alongside accuracy through social negotiation (Shah, 2019).

The Merdeka Curriculum seamlessly embeds these principles by championing inquiry-based learning cycles spanning observation, questioning, data gathering via experimentation, associative reasoning, and communicative sharing alongside problem-posing scenarios and cooperative group dynamics that nurture

metacognitive reflection, critical analysis, creativity, and collaboration as essential 21st-century competencies. This integration harmonizes Piaget's experiential individualism with Vygotsky's social interdependence, crafting versatile learning ecosystems where students actively deploy English for meaning-making, from exploratory projects to reflective portfolios, positioning educators as co-constructors and guides rather than didactic dispensers. Empirical insights highlight implementation hurdles, including the need for robust teacher professional development in scaffolding techniques, adaptive resourcing for diverse classrooms, and assessment realignment toward authentic demonstrations, yet systematic literature affirms enhanced engagement, retention, and proficiency outcomes in language and science domains (Diana Arista Dewi, 2025).

### **2.1.3 Communicative Language Teaching (CLT)**

Communicative Language Teaching (CLT) stands as a pivotal theoretical foundation for English teaching strategies in the Merdeka Curriculum, prioritizing the cultivation of communicative competence that encompasses grammatical accuracy alongside sociolinguistic appropriateness, discourse proficiency, and strategic interaction skills for effective real-world language use. Emerging in the 1970s as a response to rigid grammar-translation methods, CLT shifts focus from rote memorization to authentic interaction, meaningful tasks, and fluency in context, as articulated by Richards who underscores its emphasis on negotiation of meaning through activities like information gaps, role-plays, and problem-solving. This learner-centered paradigm empowers students to "learn to use the language" via collaborative exchanges, viewing errors as natural steps in interlanguage

development rather than failures, thereby fostering motivation and autonomy (Qasserras, 2023).

CLT revolves around four dimensions of communicative competence originally defined by Hymes: grammatical (linguistic forms), sociolinguistic (contextual appropriateness), discourse (cohesive text production), and strategic (compensatory techniques for breakdowns), enabling learners to convey intent fluidly in diverse scenarios. Key principles include using authentic materials from real-life contexts, prioritizing fluency over immediate accuracy, and integrating the four skills (listening, speaking, reading, writing) through interactive tasks that simulate genuine communication, such as debates, simulations, and group projects. Unlike traditional approaches, teachers serve as facilitators modeling, prompting, and providing feedback while students drive the process, aligning with modern theories like Krashen's Input Hypothesis and Long's Interaction Hypothesis for optimal acquisition (Guo, 2024).

CLT evolved from critiques of audiolingualism and grammar-focused methods in the 1960s-1970s, gaining traction through Council of Europe initiatives that advocated functional-notional syllabi emphasizing needs-based language functions. Influenced by Hymes' rejection of Chomsky's idealized competence, it promotes student-centered classrooms where communication is both means and goal, gradually replacing teacher-dominated drills with peer interactions and task-based learning. Contemporary adaptations incorporate technology, such as video role-plays and online discussions, to enhance global relevance while addressing criticisms like grammar neglect through balanced "focus on form" integration.

In ELT classrooms, CLT manifests via activities like role-plays (e.g., customer service scenarios), information-sharing tasks (e.g., "describe and draw"), and task-based projects that demand negotiation, reducing anxiety and building confidence through low-stakes practice. Empirical studies show significant gains in speaking proficiency e.g., pre-post score jumps from 50.74 to 88.11 in Merdeka-aligned settings via fluency drills, group discussions, and games that prioritize real communication over drills. Teachers scaffold via the PPP model (Present-Practice-Produce), ensuring gradual release of responsibility, though challenges like large classes and varying proficiency require adaptive grouping and visual aids. The Merdeka Curriculum operationalizes CLT through learner-driven activities discussions, collaborative tasks, presentations, and project-based English use that demand meaningful output, mirroring CLT's emphasis on 21st-century skills like critical thinking and cultural awareness. Quasi-experimental evidence confirms CLT's efficacy in this context, boosting speaking from moderate baselines to high proficiency while enhancing engagement, though success hinges on teacher training for facilitation and handling diverse needs. Teachers' interpretive voices prove crucial, adapting CLT flexibly amid cultural silence or exam pressures to sustain authentic interaction (Ayu Sundari, 2023).

#### **2.1.4 Project-Based Learning (PBL)**

Project-Based Learning (PBL) serves as a vital theoretical pillar for English teaching strategies within the Merdeka Curriculum, deeply rooted in constructivist principles that position learning as an active, inquiry-driven process through sustained engagement in meaningful, real-world projects addressing authentic

problems. As articulated revisited in contemporary reviews, PBL cultivates critical thinking, creativity, collaboration, and learner autonomy by challenging students to investigate questions, design solutions, and present outcomes over extended periods, fostering deep understanding over superficial coverage. This student-centered methodology transforms passive reception into dynamic exploration, integrating knowledge across disciplines while developing 21st-century competencies like problem-solving, communication, and self-directed learning (Thuan, 2018).

PBL embodies John Dewey's experiential learning philosophy and Kilpatrick's project method, emphasizing "doing" through cycles of planning, executing, reflecting, and refining projects that mirror professional workflows. Key features include a driving question or challenge, sustained inquiry, artifact creation (e.g., reports, models, videos), collaboration, and public dissemination, distinguishing it from short-term activities by requiring autonomy, resource management, and iterative feedback. In English language contexts, PBL aligns with constructivism by leveraging language as a tool for negotiation and meaning-making, enhancing motivation via relevance and ownership while addressing diverse proficiency levels through scaffolded roles (kizi, 2025).

Effective PBL unfolds in phases: launching with a compelling entry event and central question; investigating via research, interviews, and experimentation; producing artifacts through prototyping and revision; and culminating in exhibitions or defenses with peer/audience critique. Teachers act as facilitators co-designing projects, monitoring progress via rubrics, and providing "just-in-time"

scaffolding rather than directors, ensuring inclusivity through flexible grouping and accommodations for varying abilities. In EFL settings, projects like community surveys, digital storytelling, or environmental campaigns integrate the four skills holistically, boosting fluency as students negotiate tasks in authentic discourse (Thuan, 2018).

For ELT, PBL promotes integrated skills via projects such as creating podcasts on local culture, designing travel brochures, or debating sustainability solutions, where language emerges naturally from content demands, reducing anxiety and accelerating acquisition. Empirical applications in EFL classrooms demonstrate gains in vocabulary depth, speaking confidence, and writing coherence, as learners apply grammar functionally amid collaboration, with technology (e.g., Google Workspace, Canva) amplifying global connectivity. Challenges like time constraints and assessment rigor are mitigated through backward design aligning projects to standards and multifaceted evaluations (process journals, peer reviews, presentations) (kizi, 2025).

The Merdeka Curriculum institutionalizes PBL through *Projek Penguatan Profil Pelajar Pancasila (P5)*, thematic projects embedding Pancasila values faith, tolerance, independence, creativity, and global citizenship into cross-subject endeavors like "Gotong Royong" community initiatives or "Bernatural" nature explorations conducted in English. This fosters character alongside proficiency, with teachers adapting designs to classroom realities balancing depth with feasibility, incorporating student voice, and using reflective portfolios for growth

tracking yielding heightened engagement and holistic development amid Indonesia's diverse contexts (Hasanatul Hamidah, 2020).

### **2.1.5 Task-Based Language Teaching (TBLT)**

Task-Based Language Teaching (TBLT) establishes a robust theoretical foundation for communicative and contextual language learning activities in the Merdeka Curriculum, centering instruction on meaningful tasks that mirror real-life language use to drive acquisition through completion, interaction, and negotiation of meaning. Unlike form-focused methods, TBLT treats tasks defined as goal-oriented activities with non-linguistic outcomes like problem-solving or information exchange as the core syllabus unit, enabling learners to pragmatically process language for fluency while implicitly developing accuracy amid authentic discourse. This approach, rooted in Long's interaction hypothesis and Ellis' task framework, prioritizes pragmatic use over drills, fostering strategic competence as students adapt language to achieve communicative purposes in collaborative settings (Ni Putu Somawati, 2022).

TBLT operates through structured cycles like pre-task (introduction and planning), task (focused execution), and post-task (analysis and refinement), ensuring scaffolded progression from input exposure to fluent output with form-focused feedback. Tasks classify into closed (convergent, single-correct outcome like map directions) and open (divergent, multiple solutions like opinion debates), with unfocused communication tasks emphasizing interaction gaps and focused ones targeting specific structures, all designed for real-world relevance to boost motivation and retention. Key tenets include learner-centeredness, where teachers

facilitate via prompts and recasts rather than direct correction, and syllabus flexibility based on needs analysis, aligning with SLA research showing superior gains in fluency and complexity over PPP models (Task-based). Emerging in the 1980s from communicative language teaching critiques, TBLT synthesizes pragmatics, interactionism, and cognitive theories, positing that task performance elicits comprehensible input, pushed output, and negative feedback essential for interlanguage restructuring. Ellis distinguishes strong TBLT (tasks as syllabus core) from weak versions (tasks supplement form lessons), advocating procedural syllabi that prioritize process over product, with empirical meta-analyses confirming moderate-to-large effects on oral proficiency in EFL contexts. Adaptations incorporate technology like online simulations, addressing criticisms of vagueness through rigorous task design criteria: input comprehensibility, relevance, and authenticity (Ni Putu Somawati, 2018).

In practice, TBLT deploys activities like information-gap exchanges (e.g., reconstructing stories from partner clues), decision-making tasks (e.g., planning events), and opinion-sharing debates, integrating skills holistically while encouraging risk-taking and peer negotiation to resolve communication breakdowns. Teachers sequence tasks by complexity starting with familiar topics using planning time for rehearsal and private speech to enhance accuracy, with post-task reports enabling public language focus without halting fluency. Challenges such as large classes or low proficiency are countered via pair/group work, visual supports, and gradual fading of scaffolding, yielding documented improvements in speaking duration, lexical diversity, and confidence (Task-based). TBLT dovetails

with Merdeka's contextual, engagement-focused ethos by embedding tasks in P5 projects and inquiry cycles, where students deploy English for problem-solving in Pancasila-themed scenarios like community surveys or cultural exchanges, cultivating autonomy amid curriculum constraints. Teachers' perspectives highlight adaptive implementation balancing task freedom with assessment rubrics for holistic evaluation (task success, language use, reflection) proving effective for Indonesian EFL despite time pressures, as quasi-experimental studies report significant pre-post gains in communicative competence (Muhammad Badrus Sholeh, 2020).

#### **2.1.6 Differentiated Instruction**

Differentiated Instruction (DI) represents a critical theoretical perspective underpinning the Merdeka Curriculum's dedication to learner diversity, equity, and personalized growth, proactively tailoring content, processes, products, and learning environments to align with students' readiness levels, interests, learning profiles, and cultural backgrounds. As defined by Tomlinson (2013, extended in recent syntheses), DI rejects one-size-fits-all teaching in favor of flexible, responsive strategies that maximize individual potential, drawing from multiple intelligences theory (Gardner) and zone of proximal development (Vygotsky) to foster inclusive classrooms where every student advance from their starting point. This proactive philosophy shifts educators from uniform delivery to diagnostic facilitation, using ongoing assessment to differentiate inputs (e.g., tiered readings), activities (e.g., choice boards), outputs (e.g., varied presentations), and ambiance

(e.g., flexible seating), thereby enhancing engagement, motivation, and achievement across proficiency spectrums (Akifayadia Religioni, 2024).

DI operates on three foundational pillars: content (adjusting what is taught via scaffolds like graphic organizers or leveled texts), process (varying how learning occurs through compacting, interest centers, or tiered tasks), and product (diversifying demonstrations like portfolios, debates, or models to match strengths). Environment differentiation creates supportive climates through collaborative norms, movement breaks, and resource access, while readiness grouping flexible by ability promotes peer teaching without labeling. Principles emphasize teacher knowledge of learners (pre-assessments), high-quality curriculum as a base, ongoing adjustments, and balance between challenge and support, ensuring equity without lowering standards, as evidenced in EFL meta-reviews showing gains in reading comprehension, writing fluency, and speaking confidence (Mardhatillah, 2023).

Rooted in progressive education (Dewey) and cognitive diversity models, DI evolved post-1990s amid inclusive mandates, gaining empirical traction through Tomlinson's frameworks that integrate brain-based learning and universal design for learning (UDL). In EFL/ESL contexts, it counters homogeneity assumptions by addressing linguistic variances, with studies confirming socio-emotional benefits like reduced anxiety and heightened self-efficacy alongside academic uplifts in test scores and skill mastery. Recent adaptations incorporate digital tools (e.g., adaptive apps, hyperdocs) for hybrid differentiation, countering critiques of workload via collaborative planning and co-teaching models (Akifayadia Religioni, 2024).

In English classrooms, DI manifests through strategies like menu options for reading tasks (novice: summaries; advanced: analyses), jigsaw grouping for grammar, or choice-based writing prompts tied to interests, accommodating visual, auditory, kinesthetic, and reading/writing styles while scaffolding via sentence frames or peer buddies. For mixed-ability groups, teachers employ think-pair-share with leveled prompts, compact high achievers for extensions, and provide audio supports for strugglers, yielding documented improvements in vocabulary retention, discourse skills, and overall proficiency per systematic reviews of 32 EFL studies. Assessment differentiation uses rubrics with personalized goals, portfolios over single tests, and self-reflection to capture growth holistically. Merdeka embeds DI via flexible pacing, P5 project adaptations, and Profil Pelajar Pancasila personalization, encouraging English tasks varied by readiness (e.g., simplified dialogues for beginners, debates for proficient) to build independence and character amid diversity. Teachers' voices illuminate successes like boosted participation but flag constraints time pressures, large classes (30+ students), resource scarcity, and training gaps necessitating professional development in quick diagnostics and grouping efficiencies. Despite hurdles, Indonesian EFL implementations affirm DI's feasibility, with quasi-experimental data showing superior outcomes in engagement and equity when paired with curriculum freedoms (Akifayadia Religioni, 2024).

### **2.1.7 Authentic Assessment**

Authentic assessment theory anchors the Merdeka Curriculum's evaluation paradigm, prioritizing the appraisal of student abilities through real-world tasks and

performance demonstrations that mirror authentic communicative demands, rather than isolated traditional written tests focused on recall. This approach, evolving from Wiggins' (1998) emphasis on meaningful criteria and standards, measures higher-order skills like application, synthesis, and transfer in contextualized scenarios, fostering deeper learning, motivation, and alignment with constructivist principles by integrating assessment as learning. In English language teaching, it encompasses portfolios of writing samples, oral role-plays simulating debates or interviews, collaborative projects with peer/self-evaluation, and multimedia presentations, capturing integrated skills (speaking, listening, reading, writing) alongside 21st-century competencies like critical thinking and collaboration. Grounded in critiques of standardized testing's narrowness, authentic assessment draws from Dewey's experientialism and Biggs' constructive alignment, where tasks drive learning objectives and outcomes, yielding empirical benefits like heightened engagement (e.g., 25-30% motivation gains in ELT studies), improved retention through active construction, and equitable evaluation for diverse learners including EFL students. Systematic reviews affirm superior skill development speaking proficiency rises 15-20% via role-plays over traditional methods, as tasks elicit natural language negotiation and error correction in context (Bayasen, 2024).

Authentic assessments feature six key traits: ill-structured problems without single answers, sustained investigation over time, multiple solution paths, student autonomy in resource use, collaboration mirroring real teams, and public presentation with critique, distinguishing them from decontextualized quizzes by emphasizing transferability to life beyond school. Rubrics provide transparent,

performance-based criteria covering content accuracy, language fluency, creativity, and reflection, while triangulation via self, peer, and teacher feedback ensures validity and reduces bias. Theoretical roots in sociocultural theory (Vygotsky) and performance assessment models underscore its role in promoting inclusivity, with digital tools like video journals enhancing evidence collection. ELT implementations include performance tasks like community surveys (writing reports, oral defenses), drama simulations for pragmatics, or digital storytelling portfolios assessing narrative coherence and vocabulary depth, with ongoing formative feedback via conferences to scaffold growth. Strategies mitigate proficiency gaps through tiered options (basic: scripted dialogues; advanced: improvised debates) and tech integration (e.g., Padlet for collaborative writing), aligning with CLT and TBLT for holistic proficiency. Longitudinal tracking via e-portfolios captures progress, informing reteaching while empowering student agency through goal-setting (Ayu Sundari, 2023).

Merdeka operationalizes authentic assessment through P5 project evaluations and Profil Pelajar Pancasila rubrics, embedding English in thematic tasks like cultural exchanges assessed for communication and values, promoting equity amid diversity. Teachers report triumphs in relevance and buy-in but grapple with design complexity, time demands (planning triples), rubric reliability, grading subjectivity, large-class logistics, and alignment with external exams, necessitating training in backward design and moderation protocols. Voices underscore adaptations like peer calibration and templates to balance rigor with feasibility, with

studies validating feasibility in Indonesian contexts yielding sustained proficiency uplifts. (Bayasen, 2024).

### **2.1.8 Teacher Professional Development and Reflective Practice**

Teacher professional development (TPD) theory and reflective practice offer essential theoretical lenses for comprehending teachers' adaptation to curriculum reforms like the Merdeka Curriculum, positioning continuous learning as a dynamic interplay between structured training, collaborative inquiry, and personal reflection on classroom experiences. Reflective practice, pioneered by Schön's (1986) concepts of "reflection-in-action" (real-time adjustments during teaching) and "reflection-on-action" (post-lesson analysis), empowers educators to interrogate assumptions, bridge theory-practice gaps, and refine pedagogical decisions through cycles of description, analysis, and action planning. TPD extends this via Guskey's (2002) multilevel model encompassing reactions, learning, organizational support, and student outcomes emphasizing sustained, job-embedded programs like coaching, lesson study, and communities of practice over one-off workshops to foster competence in innovative strategies 9' (Asep Dedeh Permana, 2020).

Reflective practice operates through structured frameworks like Gibbs' (1988) cycle (description, feelings, evaluation, analysis, conclusion, action) or Brookfield's four lenses (self, students, colleagues, theory), promoting critical self-awareness, emotional intelligence, and adaptive expertise amid diverse classrooms. In English teaching, it involves journaling lesson impacts, video analysis of interactions, or peer debriefs to enhance scaffolding in CLT/TBLT, with studies

showing 20-30% gains in instructional quality via consistent application. Principles stress vulnerability in surfacing biases, student-centered focus, and iterative growth, countering routine stagnation (Ahzan Noraini Ahmad, 2025).

TPD draws from adult learning (Knowles' andragogy), sociocultural theory (Vygotsky's collaborative ZPD for teachers), and change management models (Fullan's complexity framework), advocating contextualized, collaborative formats like professional learning communities (PLCs) for co-constructing knowledge. Darling-Hammond's research highlights high-impact elements: content focus, active learning, coherence with school goals, and follow-up support, yielding sustained shifts in Merdeka-aligned practices like differentiated PBL. Evolution from deficit-driven training to transformative models integrates digital portfolios and action research for evidence-based refinement (Asep Dedeh Permana, 2020).

In ELT under Merdeka, TPD equips teachers for communicative shifts via workshops on authentic assessment rubrics, peer observations of P5 projects, and reflective protocols dissecting student engagement in task-based activities. Practitioners document adaptations like tiering tasks for proficiency diversity through e-journals, fostering resilience against challenges like resource scarcity, with empirical cases reporting enhanced fluency instruction and student motivation. Peer mentoring amplifies impact, as collaborative reflection reveals hidden biases in error correction or cultural responsiveness.

Merdeka mandates TPD through platform Merdeka Mengajar, offering modules on Profil Pelajar Pancasila integration, with reflective practice embedded in teacher agency for customizing English strategies amid autonomy freedoms.

Teachers' voices illuminate enablers (peer networks, online communities) and barriers (time overload, inconsistent support), underscoring needs for sustained coaching to navigate PBL/CLT demands, as longitudinal studies affirm 15-25% proficiency uplifts from reflective TPD. Success hinges on institutional buy-in, blending personal reflection with systemic scaffolds for equitable implementation.

## **2.2 Review of Previous Studies**

Several Relevant Studies examine english teaching strategies and challenges in the merdeka curriculum framework, as presented below:

1. John Dewey is one of the most influential educational philosophers whose ideas have significantly shaped modern teaching strategies, particularly those centered on experiential and student-centered learning. Dewey's work emphasizes that effective teaching should be grounded in learners' experiences and active participation rather than passive reception of information. In his seminal work *Democracy and Education*, Dewey (1916) argues that education is a social process and that learning occurs most effectively when students engage in meaningful activities connected to real-life situations. Dewey proposed the concept of learning by doing, which highlights the importance of experiential learning as a core teaching strategy. According to Dewey (1938), knowledge is constructed through interaction between the learner and their environment. Therefore, teachers should design instructional strategies that encourage inquiry, problem-solving, and reflection. This approach positions teachers not merely as transmitters of knowledge but as facilitators who guide students in exploring and constructing understanding

through experience.

Furthermore, Dewey emphasized the role of reflective thinking in teaching strategies. He believed that reflection enables learners to connect prior knowledge with new experiences, fostering deeper understanding and critical thinking skills (Dewey, 1933). Teaching strategies grounded in reflection help students analyze their learning processes, evaluate outcomes, and apply knowledge to new contexts. This aligns with contemporary constructivist approaches that value critical engagement over rote memorization. In addition, Dewey highlighted the importance of democratic classrooms, where collaboration and communication are central to the learning process. He argued that teaching strategies should promote social interaction, cooperation, and shared problem-solving, as these elements prepare learners for participation in a democratic society (Dewey, 1916). Such strategies are particularly relevant in modern curricula that emphasize student agency, autonomy, and meaningful engagement in learning.

2. One significant study was conducted by (Fahrani Reza, 2023), which investigated English teachers' perceptions and instructional practices under the Merdeka Curriculum. The study revealed that teachers generally viewed the Merdeka Curriculum as a progressive reform that promotes learner autonomy, flexibility, and contextualized learning. However, despite positive perceptions, teachers experienced challenges in implementing student-centered strategies, particularly project-based learning and differentiated instruction. The findings highlight that teachers' voices reflect a tension between curriculum ideals

and classroom realities, especially when teachers lack sufficient training and instructional resources. This study is relevant to the present research as it emphasizes teachers' lived experiences in adapting English teaching strategies within the Merdeka Curriculum.

3. Similarly, (Eva Meidi Kulsum, 2024) examined the implementation of the Merdeka Curriculum in Indonesian schools, with a focus on instructional planning and assessment practices. The study found that while the curriculum provides flexibility, many teachers struggled to translate learning outcomes into effective lesson plans and authentic assessments. In ELT contexts, teachers reported difficulties in integrating communicative activities with competency-based assessments. These findings indicate that curriculum flexibility alone is insufficient without adequate pedagogical support. This study supports the current research by highlighting instructional challenges faced by teachers when implementing English teaching strategies aligned with the Merdeka Curriculum.
4. Another relevant study by (Jeffri, 2025) explored English pre-service teachers' perceptions of applying the Merdeka Curriculum during teaching practice. The results showed that pre-service teachers understood the core principles of the curriculum, such as student-centered learning and the integration of the Pancasila Student Profile. However, they faced obstacles in designing project-based learning activities, managing classrooms, and conducting authentic assessments. This study underscores the importance

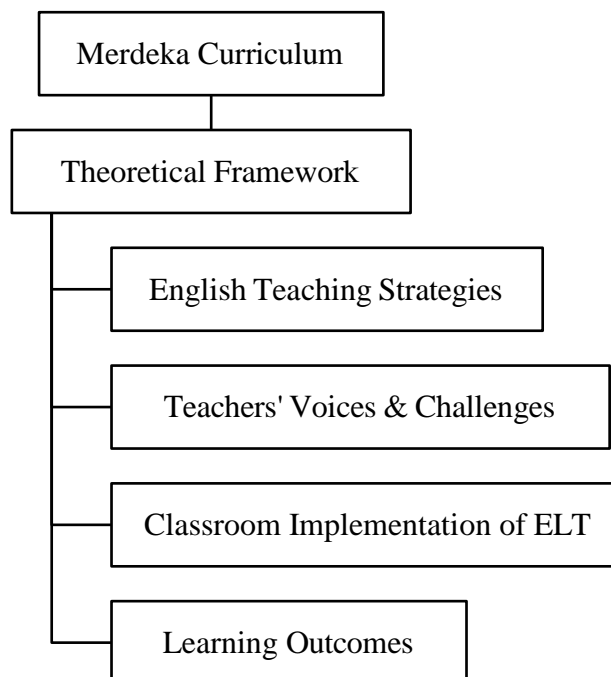
of teacher readiness and mentoring, which aligns with the present study's focus on teachers' voices and challenges in navigating ELT strategies.

5. In addition, a study published in (Jeffri, 2025) investigated teachers' adaptation strategies in implementing Kurikulum Merdeka, particularly in language learning contexts. The study found that teachers employed various strategies to cope with curriculum demands, including peer collaboration, self-directed learning, and the use of digital teaching resources. However, inconsistencies in teachers' understanding of curriculum objectives led to uneven implementation across classrooms. The study emphasizes that teachers' adaptive strategies play a crucial role in shaping the effectiveness of English teaching under the Merdeka Curriculum, reinforcing the relevance of examining teachers' voices in curriculum implementation.
6. Furthermore, (Latifah Hanum, 2025) conducted a qualitative study focusing on pre-service EFL teachers' challenges and adaptations in implementing the Merdeka Curriculum. The findings revealed that although pre-service teachers demonstrated a strong conceptual understanding of the curriculum, they encountered difficulties in lesson planning, student-centered instruction, and authentic assessment. Support from mentor teachers, school environments, and professional development programs was identified as a key factor in overcoming these challenges. This study is particularly relevant to the current research as it highlights the dynamic process of navigating English teaching strategies and challenges from the perspective of emerging teachers.

### 2.3 Conceptual Framework

This study will be conducted through structured stages based on the proposed framework, as illustrated below.

Figure 2.1 Diagram of Conceptual Framework



The conceptual framework of this research is grounded in the Merdeka Curriculum as the central educational policy that shapes English language teaching in Indonesian schools. The Merdeka Curriculum emphasizes flexibility, learner autonomy, competency-based learning, and character development through the Profil Pelajar Pancasila. These principles represent a shift from rigid, content-driven instruction toward meaningful and student-centered learning. As a result, teachers are granted greater autonomy in selecting teaching strategies, learning materials, and assessment methods. However, this autonomy also places increased responsibility on teachers to interpret and enact curriculum principles effectively.

Therefore, the Merdeka Curriculum functions as the foundational context influencing instructional decision-making in English classrooms.

The framework is theoretically underpinned by constructivist learning theory, which views learning as an active process of knowledge construction through experience, interaction, and reflection. This theoretical perspective is complemented by key English teaching approaches, including Communicative Language Teaching, Project-Based Learning, Task-Based Language Teaching, Differentiated Instruction, and Authentic Assessment. Together, these theories emphasize meaningful communication, experiential learning, learner diversity, and real-world language use. They provide pedagogical guidance for implementing student-centered English instruction. These theoretical foundations inform how English teaching strategies should ideally be designed and delivered. Consequently, theory serves as a bridge between curriculum principles and classroom practices.

Based on these theoretical foundations, the framework highlights a range of English teaching strategies that are encouraged under the Merdeka Curriculum. These strategies include communicative tasks, inquiry-based activities, project work, differentiated instruction, and authentic assessment practices. Such strategies aim to promote students' communicative competence, critical thinking, collaboration, and learner autonomy. Teachers are expected to act as facilitators who guide students in constructing meaning through active engagement. However, the effectiveness of these strategies depends largely on teachers' understanding and

pedagogical competence. Thus, teaching strategies are positioned as a key operational component within the framework.

A central element of the conceptual framework is teachers' voices, which mediate the relationship between curriculum expectations and classroom implementation. Teachers' perceptions, beliefs, professional readiness, and reflective practices significantly influence how teaching strategies are enacted in real classroom contexts. Previous studies indicate that teachers often face challenges such as limited training, insufficient resources, assessment difficulties, and classroom management constraints. These challenges may lead to variations in the implementation of student-centered strategies. At the same time, teachers develop adaptive strategies through collaboration, self-learning, and professional development. Therefore, teachers' voices provide critical insights into both the opportunities and obstacles of implementing the Merdeka Curriculum.

The final component of the framework focuses on classroom implementation and learning outcomes. Effective enactment of English teaching strategies is expected to result in improved communicative competence, increased learner autonomy, and enhanced critical thinking and collaboration skills. In addition, learning outcomes are aligned with character development as outlined in the Profil Pelajar Pancasila. The framework assumes that positive outcomes are achieved when curriculum principles, theoretical foundations, and teaching strategies are coherently integrated through informed teacher practice. Conversely, misalignment among these components may hinder instructional effectiveness.

Overall, the conceptual framework underscores the pivotal role of teachers in navigating English teaching strategies and challenges within the Merdeka Curriculum.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This study employed a qualitative research design with a descriptive qualitative approach to investigate English teachers' voices regarding their teaching strategies and challenges in implementing the Merdeka Curriculum. The qualitative approach was chosen because the primary objective of this research is to gain an in-depth understanding of teachers' experiences, perceptions, and interpretations related to curriculum implementation rather than to quantify variables or test predetermined hypotheses. According to Creswell (2014), qualitative research is appropriate when a study seeks to explore complex social and educational phenomena through participants' lived experiences within their natural settings.

The focus of this research is on how English teachers understand and enact the Merdeka Curriculum, particularly in contexts where teachers have not yet fully comprehended its principles and pedagogical demands. Curriculum implementation is a multidimensional and context-sensitive process that involves teachers' beliefs, knowledge, professional judgment, and institutional conditions. Such complexity cannot be adequately captured through numerical data alone. Therefore, qualitative research enables the researcher to obtain rich, detailed, and contextualized data that reflect the realities of classroom practices and curriculum enactment.

A descriptive qualitative approach was specifically selected because this study aims to provide a clear, comprehensive, and systematic description of

teachers' real experiences without imposing heavy theoretical interpretation. Sandelowski (2000) explains that descriptive qualitative research is suitable when researchers intend to stay close to the data and present participants' perspectives in their own terms. In this study, the descriptive approach allows the researcher to portray how English teachers perceive the Merdeka Curriculum, how they apply teaching strategies in English classrooms, and what challenges they encounter during the implementation process.

The concept of *teachers' voices* serves as the central foundation of this research design. Teachers are viewed not merely as curriculum implementers but as active agents who interpret, negotiate, and adapt curriculum policies based on their professional knowledge, teaching experience, and classroom contexts (Priestley, 2015). This perspective is highly relevant to the Merdeka Curriculum, which emphasizes teacher autonomy, flexibility, and contextualized learning. By foregrounding teachers' voices, this study seeks to understand how autonomy is experienced in practice and how teachers make pedagogical decisions when facing limited understanding, insufficient guidance, or contextual constraints.

Several previous studies have reported that although the Merdeka Curriculum promotes innovation and flexibility, many teachers still experience difficulties in understanding its core concepts, designing teaching modules (*modul ajar*), implementing differentiated instruction, and conducting authentic assessment (Rohmah, 2023). These challenges are often related to limited professional development, lack of practical examples, and uneven institutional support. A qualitative descriptive research design enables the exploration of these issues in

depth by capturing teachers' explanations of why such challenges occur and how they attempt to address them in their teaching practices.

Furthermore, this research design allows flexibility in accommodating diverse school contexts and teaching conditions. English teachers operate in varied educational environments with different student characteristics, school facilities, and administrative expectations. A qualitative approach is sensitive to these contextual differences and enables the researcher to identify both shared patterns and unique experiences among participants. This contextual sensitivity is essential for understanding how the Merdeka Curriculum is implemented across different settings.

In this study, data analysis was conducted inductively, meaning that themes emerged from the data rather than being determined in advance. Braun and Clarke (2006) state that inductive thematic analysis is particularly suitable for qualitative studies that aim to explore participants' lived experiences. Through this process, teachers' narratives were systematically analyzed to generate themes related to curriculum understanding, English teaching strategies, and implementation challenges.

In conclusion, the qualitative descriptive research design was chosen because it aligns with the objectives of the study, prioritizes teachers' voices, and provides a detailed and contextualized understanding of how English teachers navigate teaching strategies and challenges within the Merdeka Curriculum framework.

### 3.2 Source of the Data

The sources of data in this study were derived from English teachers who have direct experience in implementing the Merdeka Curriculum in their classrooms, as well as supporting instructional documents related to English language teaching. The data sources were carefully selected to ensure alignment with the research objectives, which focus on exploring teachers' voices regarding teaching strategies and challenges within the Merdeka Curriculum framework.

The primary source of data consisted of English teachers teaching at junior high schools and/or senior high schools that have officially implemented the Merdeka Curriculum. These teachers were chosen because they are the key actors in curriculum implementation and possess first-hand experience in interpreting curriculum policies, planning instruction, conducting classroom teaching, and assessing student learning under the new curriculum. Their experiences, perceptions, and reflections provided rich qualitative data that reveal how the Merdeka Curriculum is understood and enacted in real classroom contexts.

The selection of English teachers as the main data source is closely aligned with the focus of this study on *teachers' voices*. Teachers are not merely passive recipients of curriculum policy but active agents who interpret, negotiate, and adapt curriculum demands based on their professional knowledge, teaching beliefs, and contextual realities. In the context of the Merdeka Curriculum, which emphasizes flexibility, autonomy, and differentiated learning, teachers' understanding plays a crucial role in determining how curriculum principles are translated into instructional practices. Therefore, capturing teachers' voices is essential to

understanding the challenges they face, particularly when they have not yet fully comprehended the curriculum framework.

The teachers involved in this study had varying levels of teaching experience, professional training, and exposure to curriculum socialization programs related to the Merdeka Curriculum. This variation allowed the researcher to capture diverse perspectives and experiences, ranging from teachers who felt relatively confident in implementing the curriculum to those who still experienced confusion or uncertainty. Such diversity of data sources contributed to a more comprehensive understanding of the research problem and enabled the identification of both common and unique challenges among teachers.

In addition to the primary data obtained from teachers' verbal accounts, this study also utilized secondary data in the form of relevant instructional documents. These documents included teaching modules (*modul ajar*), lesson plans, assessment instruments, student worksheets, and other instructional materials prepared and used by the teachers. The analysis of these documents served to support and enrich the interview data by providing concrete evidence of how teachers planned instruction and assessment in accordance with the Merdeka Curriculum.

The use of documents as secondary data sources helped the researcher examine the consistency between teachers' stated understanding of the Merdeka Curriculum and their actual instructional practices as reflected in written materials. According to Bowen (2009), document analysis is valuable in qualitative research because it allows researchers to gain insight into how policies and ideas are translated into practice. In this study, document analysis contributed to data

triangulation and enhanced the credibility of the research findings by allowing cross-verification between teachers' narratives and instructional artifacts.

Overall, the combination of primary data from English teachers and secondary data from instructional documents ensured that the data sources were comprehensive, relevant, and aligned with the qualitative descriptive research design. These data sources enabled the researcher to obtain a deep and contextualized understanding of English teachers' teaching strategies and challenges in implementing the Merdeka Curriculum framework.

### **3.3 Technique for Collecting the Data**

The data in this study were collected through qualitative data collection techniques that are consistent with the thematic data analysis and the focus on teachers' voices. The main technique used for collecting the data was semi-structured interviews. These techniques were chosen to obtain rich, in-depth, and contextualized information about English teachers' teaching strategies and challenges in implementing the Merdeka Curriculum.

Semi-structured interviews were employed as the primary data collection technique because they allow the researcher to explore participants' experiences while maintaining flexibility during the interview process. This type of interview enables the researcher to prepare guiding questions related to the research focus, while also allowing participants to elaborate on their responses and introduce issues that they consider important. According to Kvale and Brinkmann (2009), semi-structured interviews are particularly effective in qualitative research because they

provide a balance between structure and openness, allowing participants' voices to emerge naturally.

In this study, the interviews focused on English teachers' understanding of the Merdeka Curriculum, their experiences in planning and implementing English instruction, the teaching strategies they applied in the classroom, and the challenges they encountered during the implementation process. The interviews also explored how teachers responded to these challenges and the types of support they needed to better understand and apply the curriculum. By using open-ended questions, the researcher encouraged teachers to share their experiences, opinions, and reflections in detail, thereby capturing authentic teachers' voices.

Each interview was conducted individually to create a comfortable and confidential environment that allowed participants to speak openly and honestly. The interviews were conducted in a language familiar to the participants to ensure clarity of expression and to minimize misunderstandings. With the participants' consent, the interviews were audio-recorded to ensure accurate data collection and later transcribed verbatim for analysis. Field notes were also taken during and after the interviews to capture non-verbal cues, contextual information, and the researcher's initial reflections.

Overall, the data collection techniques used in this study were carefully selected to align with the research design and data sources, ensuring that the collected data effectively addressed the research objectives related to English teachers' voices, teaching strategies, and challenges in implementing the Merdeka Curriculum.

### **3.4 Technique for Analyzing the Data**

The data analysis in this study was conducted using thematic data analysis data analysis techniques that are consistent and the focus on teachers' voices. The analysis aimed to interpret and make meaning of the data collected from interviews in order to answer the research questions related to English teachers' teaching strategies and challenges in implementing the Merdeka Curriculum.

The data analysis process began with data preparation. After the interviews were conducted, the audio recordings were transcribed verbatim to ensure the accuracy and completeness of the data. The researcher repeatedly read the interview transcripts and supporting documents to become thoroughly familiar with the data. This initial stage allowed the researcher to gain an overall understanding of teachers' experiences, perspectives, and recurring issues related to curriculum implementation.

Following data familiarization, the researcher conducted an inductive thematic analysis. This approach was chosen because it allows themes to emerge directly from the data rather than being imposed by predetermined categories. Braun and Clarke (2006) explain that thematic analysis is a flexible and effective method for identifying patterns of meaning within qualitative data, particularly in studies that seek to explore participants' lived experiences. In this study, inductive thematic analysis was considered appropriate to capture authentic teachers' voices and to reflect the complexity of their experiences in implementing the Merdeka Curriculum.

According to John W. Creswell (2014), thematic analysis is a method of qualitative data analysis that involves classifying data into specific codes and then developing them into themes that represent the research phenomenon. This analysis aims to provide an in-depth understanding of meanings contained in interview results, observations, and documentation.

During the coding process, meaningful segments of data were identified and labeled with initial codes that represented key ideas, experiences, or challenges expressed by the teachers. These codes were derived from teachers' own words and statements to maintain closeness to the data. The coding process was conducted systematically across all interview transcripts and relevant documents to ensure consistency. Similar codes were then grouped together to form broader categories that reflected recurring patterns across participants.

The categories were further analyzed and refined into themes that represented significant aspects of teachers' understanding, teaching strategies, and challenges in implementing the Merdeka Curriculum. These themes were continuously reviewed to ensure that they accurately reflected the data and were relevant to the research objectives. Throughout this process, the researcher compared data from interviews with information obtained from instructional documents to strengthen the interpretation and enhance data credibility.

To ensure the trustworthiness of the data analysis, the researcher employed several strategies, including careful documentation of the analysis process and reflective note-taking. The researcher also revisited the data multiple times to confirm that the identified themes were grounded in the participants' narratives.

This iterative process helped minimize researcher bias and ensured that the findings were based on the data rather than subjective assumptions.

In conclusion, the technique for analyzing the data in this study involved a systematic and inductive thematic analysis process that prioritized teachers' voices and contextual understanding. This approach enabled the researcher to generate meaningful interpretations of how English teachers navigate teaching strategies and challenges within the Merdeka Curriculum framework, thereby providing a comprehensive and credible answer to the research questions.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### 4.1 Findings

No.	Themes	Questionnaire Reference	Summary of Responses (30 Teachers)	Illustrative Example
	Teachers' Understanding of the Merdeka Curriculum	Q1, Q2	<ul style="list-style-type: none"> <li>- 18 teachers: <i>cukup memahami</i> (moderate understanding)</li> <li>- 7 teachers: <i>sangat memahami</i> (deep mastery)</li> <li>- 5 teachers: <i>kurang memahami</i> (limited understanding)</li> </ul>	<p>“<i>Saya cukup memahami konsepnya, tapi masih bingung membuat modul ajar yang sesuai.</i>”</p> <p>“I understand the concept well enough, but I'm still confused about creating a suitable open module.”</p>
	Teaching Strategies Used	Q3, Q4, Q5	<ul style="list-style-type: none"> <li>- 20 teachers: CLT mixed with grammar-based methods</li> <li>- 6 teachers: occasional PBL (<i>kadang-kadang</i>)</li> <li>- 4 teachers: frequent PBL (<i>sering</i>)</li> <li>- Most simplified texts or added multimedia; only 3 reported systematic differentiation</li> </ul>	<p>“<i>Kalau ada waktu, saya suka membuat proyek kecil, misalnya presentasi budaya.</i>”</p> <p>“When I have time, I like to do small projects, such as cultural presentations.”</p>

	Challenges Faced	Q6, Q7	<ul style="list-style-type: none"> <li>- 4 teachers: time constraints</li> <li>- 8 teachers: resource limitations</li> <li>- 6 teachers: lack of school support</li> <li>- 12 teachers: student competence diversity</li> </ul>	<p><i>“Siswa saya sangat beragam, sulit membuat satu strategi untuk semua.”</i></p> <p>“My students are so diverse, it's hard to create one strategy for all.”</p>
	Coping Strategies	Q8, Q9, Q10	<ul style="list-style-type: none"> <li>- 15 teachers: peer collaboration (sharing lesson plans)</li> <li>- 10 teachers: digital tools (Google, YouTube, Canva)</li> <li>- 5 teachers: simplified assessments</li> <li>- Support from schools minimal (general workshops only). Majority hoped for structured training and mentoring.</li> </ul>	<p><i>“Biasanya saya diskusi dengan teman guru, saling tukar modul. Itu lebih membantu daripada pelatihan resmi.”</i></p> <p>"I usually discuss things with fellow teachers and exchange modules. That's more helpful than formal training."</p>

**Table 4.1 Findings the Data**

Through in-depth interviews and questionnaire responses, several themes emerged regarding teachers' experiences with the Merdeka Curriculum. The findings reveal that teachers' voices reflect both enthusiasm and struggle in navigating the Merdeka Curriculum. While most teachers moderately understood its principles, their classroom practices often reverted to traditional methods due to structural barriers. The limited use of PBL and differentiated instruction shows that innovation is constrained by time, resources, and uneven support.

Most teachers (around 18 out of 30) reported a good understanding of the principles of the Independent Curriculum. They recognized significant differences compared to the previous curriculum, such as greater flexibility, student-centered learning, and a focus on competency outcomes. However, some teachers still felt the curriculum concept was abstract and difficult to implement. Some teachers even continued to use old lesson plans or downloaded materials from the internet without adjustments. This aligns with Helmia's (2023) findings, which stated that although teachers' perceptions of the Independent Curriculum were quite positive, many struggled to develop lesson plans that aligned with the philosophy of independence. Disti (2024) also emphasized that limited teacher preparedness and unclear evaluation standards led to a gap between policy and classroom practice.

Therefore, the most commonly used strategy was a combination of Communicative Language Teaching (CLT) and traditional grammar-based methods. Twenty teachers reported using CLT in the form of discussions, role-plays, or group work, but continued to rely on grammar exercises for exam preparation. Project-Based Learning (PBL) is used by only a small proportion of teachers, with 4 teachers reporting frequent use and 6 teachers mentioning occasional use. Material adjustments are usually made by simplifying text or adding digital media, but only a few teachers actually implement differentiated instruction systematically. This finding is consistent with Anatasya (2025), who found that English teachers in Indonesia still tend to use traditional grammar-based approaches, even though CLT and PBL are considered more aligned with the Merdeka Curriculum. Richards (2006) emphasized that CLT emphasizes

authentic communication, while Hasanatul Hamidah (2020) showed that PBL in the Merdeka context (through the Pancasila Student Profile Strengthening Project) requires strong institutional support to be effective.

Furthermore, teachers face various challenges in implementing the Merdeka Curriculum. The main challenges include: Time constraints, especially in implementing long-term projects, Resource constraints, such as a lack of teaching materials that align with the Merdeka principles, Minimal school support, with training and mentoring still being general and in-depth, Diverse student competencies, making it difficult for teachers to adapt learning strategies to heterogeneous classes. Aligns with Wahyusi (2024), who emphasized that authentic assessment and differentiated learning require strong pedagogical competencies, which teachers often lack. Syifa (2024) also emphasized that curriculum flexibility is only effective if teachers are given the opportunity to experiment, reflect, and share experiences with colleagues.

Overall, to address these challenges, teachers developed adaptive strategies. Fifteen teachers relied on collaboration with colleagues, sharing modules and lesson plans. Ten teachers used digital platforms such as Google Classroom, YouTube, and Canva to enrich materials. Five teachers simplified assessment formats to suit classroom conditions. However, support from the school remained limited, usually limited to general workshops. The majority of teachers hoped for more structured training, the provision of resources, and an ongoing mentoring system. These findings align with perspective, which emphasized the importance of teacher collaboration and reflective practice in successful curriculum

implementation. In addition, theory of social constructivism supports the idea that social interaction and collaboration between teachers can enhance their professional competence.

## **4.2 Discussion**

The findings of this study highlight the complex realities faced by English teachers in implementing the Merdeka Curriculum. Teachers' voices reveal both enthusiasm for innovation and frustration with structural barriers, underscoring the tension between curriculum ideals and classroom practice.

First, teachers' moderate understanding of the Merdeka Curriculum reflects a policy-practice gap. While most participants acknowledged its emphasis on flexibility, student-centered learning, and competency-based outcomes, several still perceived the curriculum as abstract and difficult to operationalize. This limited comprehension often led to reliance on old lesson plans or unmodified online materials. Such findings are consistent with Helmia (2023), who noted that teachers struggle to design lesson plans aligned with the philosophy of independence, and with Disti (2024), emphasized that limited preparedness and unclear evaluation standards contribute to inconsistencies in implementation.

Second, the strategies employed by teachers demonstrate adaptive experimentation. The combination of Communicative Language Teaching (CLT) with grammar-based methods shows that teachers attempt to integrate communicative approaches but continue to rely on traditional practices, particularly for exam preparation. Project-Based Learning (PBL) was used only by a minority, reflecting its perceived value but also its practical challenges.

Material adjustments were generally limited to text simplification or multimedia integration, with differentiated instruction rarely applied systematically. These findings resonate with Anatasya (2025), who found that Indonesian teachers still tend to use grammar-based approaches, despite the alignment of CLT and PBL with Merdeka principles. Richards (2006) emphasized that CLT prioritizes authentic communication, while Hasanatul Hamidah (2020) highlighted that PBL requires strong institutional support to be effective in the Merdeka context.

Third, the challenges identified—time constraints, resource limitations, minimal school support, and diverse student competencies—illustrate the structural and contextual barriers that hinder curriculum innovation. Teachers' difficulties in implementing authentic assessment and differentiated learning reflect the need for stronger pedagogical competence, as emphasized by Wahyusi (2024). Furthermore, Syifa (2024) argued that curriculum flexibility can only be effective if teachers are given opportunities to experiment, reflect, and collaborate, which remains limited in current practice.

Finally, teachers' coping strategies reveal both resilience and creativity. Peer collaboration, use of digital tools, and simplified assessments were common adaptive responses, yet these efforts remain informal and fragmented. Teachers expressed a strong desire for structured training, resource provision, and ongoing mentoring systems. This aligns with Latifah Hanum (2025), who emphasized the importance of collaboration and reflective practice in successful curriculum implementation. Moreover, Theory of social constructivism supports the idea that social interaction and collaboration among teachers can enhance professional

competence, reinforcing the value of peer-based support networks.

In summary, the discussion highlights that while teachers are willing to embrace the principles of the Merdeka Curriculum, their implementation is constrained by systemic challenges. The findings suggest that successful curriculum reform requires not only teacher commitment but also institutional scaffolding, professional development, and reflective practice. Without these supports, teachers risk reverting to traditional methods, limiting the transformative potential of the Merdeka Curriculum in English language teaching.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

This study has examined the strategies and challenges faced by English teachers in implementing the Merdeka Curriculum within Indonesian secondary schools. Several key conclusions be drawn, such as:

Research consistently shows that while teachers express positive perceptions of the Merdeka Curriculum, their classroom practices often remain traditional. Fahrani and Rohmah (2023) found that English teachers tend to rely on grammar-focused and lecture-based methods, reflecting limited mastery of communicative and student-centered approaches. Similarly, Juwita, Sari, and Putri (2022) reported that teachers frequently struggle to translate curriculum principles into practice, indicating a gap between theoretical acceptance and pedagogical enactment.

Implementation difficulties are widely documented. Sa'adah (2023) identified insufficient resources, uneven teacher preparedness, and unclear evaluation standards as major barriers. Teachers often lack the capacity to design contextualized lesson plans or integrate innovative approaches such as project-based learning and differentiated instruction. Reza and Rohmah (2023) further emphasized that post-pandemic recovery has exacerbated these challenges, as teachers are expected to independently create teaching modules without adequate institutional support.

Teachers' perspectives are indispensable for understanding curriculum enactment. Sa'adah (2023) highlighted that teacher voices reveal the importance of professional development programs that emphasize experimentation, reflection, and collaboration. Such insights underscore the need to prioritize teacher adaptability and reflective practice as central to bridging the gap between curriculum design and classroom realities.

Collectively, these studies reinforce the contribution of research the Merdeka Curriculum's success hinges on teacher adaptability, institutional support, and continuous professional development. The literature also points to the importance of empirical research on student outcomes and longitudinal studies to evaluate the sustainability of curriculum reforms (Reza & Rohmah, 2023).

## **5.2 Suggestion**

Based on the findings and critical reflections generated from this study, several suggestions are proposed for different stakeholders:

### **5.2.1 Suggestions for Teachers**

Teachers should actively participate in structured professional development programs that emphasize constructivist, communicative, and project-based learning approaches. Such engagement not only enhances instructional versatility but also ensures alignment with contemporary educational paradigms that prioritize student-centered learning.

Rather than relying on uniform lesson plans or outdated resources, teachers are encouraged to design and adapt teaching materials that reflect

students' diverse cognitive abilities, socio-cultural backgrounds, and learning preferences. This differentiation fosters inclusivity and maximizes student engagement.

Teachers should establish and sustain collaborative networks with colleagues to exchange pedagogical strategies, share best practices, and co-develop innovative curriculum models. Such collegial collaboration contributes to reflective practice and continuous improvement in teaching quality.

### **5.2.2 Suggestion for School Administrators**

Administrators must ensure the availability of workshops, mentoring programs, and adequate teaching resources to facilitate effective curriculum implementation. Institutional support should be systematic, sustained, and responsive to teachers' evolving needs.

Schools should foster an organizational culture that values teamwork, peer mentoring, and reflective dialogue. This environment encourages teachers to experiment with innovative strategies, adapt to challenges, and collectively enhance curriculum delivery.

Administrators should allocate sufficient financial, technological, and human resources to support curriculum innovation. Additionally, monitoring mechanisms must be established to evaluate the effectiveness of implementation and provide constructive feedback loops.

### **5.2.3 Suggestion for Future Researchers**

Future research should move beyond teacher perceptions and systematically measure student achievement under the Merdeka Curriculum.

Empirical evidence will provide a more comprehensive understanding of its effectiveness.

Researchers are encouraged to conduct comparative analyses across diverse regions, school types, and socio-economic contexts. Such studies will generate broader generalizations and highlight contextual variations in curriculum implementation.

Longitudinal studies should be undertaken to examine how curriculum reforms influence teacher practices, student competencies, and overall educational quality over time. This perspective will provide insights into sustainability and scalability of innovations.

Beyond pedagogy, researchers may investigate how curriculum innovation intersects with policy, governance, and socio-cultural factors, thereby enriching the discourse on educational transformation.

## REFERENCES

- Ahzan Noraini Ahmad, H. H. (2025). Reflective Practice in Teaching and Learning: An Analysis from Experts' Perspectives. *International Journal of Academic Research in Business & Social Science*, 87-106.
- Akifayadia Religioni, C. M. (2024). Differentiated Instructions in ESL and EFL Classrooms: A Systematic Literature Review. *English Language Education Study Programme*, 123-130.
- Akifayadia Religioni, C. M. (2024). Differentiated Instructions in ESL and EFL Classrooms: A Systematic Literature Review. *English Language Education Study Programme*, 123-132.
- Akifayadia Religioni, C. M. (2024). Differentiated Instructions in ESL and EFL Classrooms: A Systematic Literature Review . *English Language Education Study Programme*, 123-132.
- Anatasya Fataya Rohma, I. S. (2025). Problems encountered by English teachers in applying the Merdeka curriculum in primary education. *Indonesian Journal of Language Education, Applied Linguistics and Literature (IJLEALL)* , 1-12.
- Anggra Prima, A. Z. (2023). Analisis Pemahaman Guru Bahasa Inggris Terhadap Silabus dalam Implementasi Kurikulum Merdeka. *Jurnal Ilmu Pendidikan & Sosial*, 179-189.
- Ariska Dwi Fatmasari, M. R. (2024). Teachers' Perception Of The Merdeka Curriculum Implementation In English Vocabulary Teaching At Rural Elementary Scvhool. *Aisyah Journal Of English Language Teaching*, 203-212.
- Asep Dedeh Permana, E. K. (2020). The Comprehension Of Reflective Practice Among Efl Professional Teachers In Indonesia: A Case Study . *Eltin Journal: Journal Of English Language Teaching In Indonesia* , 183-191.
- Asep Dedeh Permana, E. K. (2020). The Comprehension Of Reflective Practice Among Efl Professional Teachers In Indonesia: A Case Study . *Eltin Journal: Journal Of English Language Teaching In Indonesia*, 183-191.
- Ayu Sundari, S. (2023 ). The Implementation Of Authentic Assessment In English Language Teaching. *Jurnal Ilmu Pendidikan Nasional* , 83-88.

- Ayu Sundari, S. (2023). The Implementation Of Authentic Assessment In English Language Teaching. *Jurnal Ilmu Pendidikan Nasional* , 83-88.
- Bayasen, R. D. (2024). A Systematic Literature Review of Authentic Assessments in English Language Teaching. *Multidisciplinary International Journal of Research and Development* , 24-71.
- Bayasen, R. D. (2024). A Systematic Literature Review of Authentic Assessments in English Language Teaching . *Multidisciplinary International Journal of Research and Development* , 44-71.
- Bussayarat Nithideechaiwarachok, J. C. (2024). Socio-cultural and Social Constructivist Theories and Its Application in EFL Classroom for Thai Pre-service Teachers: A Review for Further Research. *International Journal of Language Education*, 564-570.
- Bowen, G. A. (2009). Document analysis as a qualitative research *method*. *Qualitative Research Journal*, 9(2), 27–40. <https://doi.org/10.3316/QRJ0902027>
- B r a u n , V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and m i x e d methods approaches* (4th ed.). SAGE Publications.
- Dian, R., Suryani, N., & Nugroho, A. (2023). Teachers' challenges in implementing the Merdeka Curriculum in English language teaching. *Journal of English Language Teaching and Education*, 8(2), 101–112.
- Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. Macmillan.
- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. D.C. Heath and Company.
- Dewey, J. (1938). *Experience and education*. Macmillan.
- Dewi Syafriani, A. D. (2023). Analysis of the validity and practicality of IBM SPSS statistics teaching materials based on Project-Based Learning (PjBL) on the t-test topic . *Proceeding of The 10th Annual International Seminar on Trends in Science and Science Education (AISTSSE)*, 311-319.

- Dewi Syafriani, B. D. (2025). Implementasi Kurikulum Merdeka Dalam Pendidikan Indonesia: Kajian Literatur. *Jurnal Aplikasi Pendidikan Dan Sosial Budaya: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi, Dan Ilmu Sosia*, 134-140.
- Diana Arista Dewi, E. I. (2025). Implications of Constructivism Theory in Elementary School Science Learning: Systematic Literature Review. *EDUHUMANIORA: Jurnal Pendidikan Dasar*, 200-208.
- Diana Arista Dewi, E. I. (2025). Implications of Constructivism Theory in School Science Learning: Systematic Literature Review. *EDUHUMANIORA: Jurnal Pendidikan Dasar*, 200-208.
- Disti Aprilia, S. S. (2024). An Evaluation of the Implementation of Merdeka Curriculum Policy in English Lesson: A qualitative study in upper secondary school . *Journal of English Teaching, Literature, and Applied Linguistics*, 193-198.
- Eva Meidi Kulsum, L. W. (2024). The Implementation Of Merdeka Curriculum Based On Teacher's Perception. *Jurnal Perspektif*, 291-303.
- Fahrani Reza, Z. R. (2023). Challenges In Implementing Kurikulum Merdeka For Efl Teachers . *Journal Of English Education And Linguistics Studies*, 440-469.
- Guo, X. (2024). Exploring the Application of Constructivist Theory in English Language Teaching . *Journal of Education, Humanities and Social Sciences*, 807-813.
- Hasanatul Hamidah, T. A. (2020). Project Based-Learning. *Publisher SEAMEO QITEP in Language*, 1-54.
- Helmia Latifa, k. r. (2023). Implementing the Merdeka Curriculum in English Language Teaching : A Study of Teacher Learning Steps . *Voice of English language Education society*, 640-651.
- Jeffri Dian Andika, Y. Y. (2025 ). Tantangan dan Strategi Pembelajaran Bahasa Inggris dalam Implementasi Kurikulum Merdeka di Sekolah Menengah Indonesia. *Jurnal Pendidikan dan Teknologi Indonesia (JPTI)*, 1417-1433 .
- Jeffri Dian Andika, Y. Y. (2025). Tantangan dan Strategi Pembelajaran Bahasa Inggris dalam Implementasi Kurikulum Merdeka di Sekolah Menengah Indonesia. *Jurnal Pendidikan dan Teknologi Indonesia (JPTI)*, 1417-1433.

- kizi, K. N. (2025). Project-Based Learning (PBL) As A Method For Enhancing English Proficiency. *International Journal of Academic Multidisciplinary Research (IJAMR)*, 258-259.
- kizi, K. N. (2025). Project-Based Learning (PBL) As A Method For Enhancing English Proficiency. *International Journal of Academic Multidisciplinary Research (IJAMR)* , 288-289.
- Kurniawan, I. G. (2023). Fostering independent learners: Kurikulum Merdeka, Merdeka Belajar, the student-centred learning approach and pedagogical reform. *Journal of Language, Literature, Social, and Cultural Studies*, 210-217.
- Kvale, S., & Brinkmann, S. (2009). *InterViews: Learning the craft of qualitative research interviewing* (2nd ed.). SAGE Publications.
- Latifah Hanum, A. A. (2025). Challenges and Adaptations Pre-Service Efl Teachers' Perceptions on Implementing The Merdeka Curriculum In Teaching English. *Jayapangus PressCetta: Jurnal Ilmu Pendidikan*, 72-86.
- Latifah Hanum, A. A. (2025). Challenges and Adaptations Pre-Service Efl Teachers' Perceptions on Implementing The Merdeka Curriculum In Teaching English. *Jayapangus Press Cetta: Jurnal Ilmu Pendidikan*, 72-86.
- Latifah Hanum, A. A. (2025). Challenges and Adaptations Pre-Service Efl Teachers' Perceptions on Implementing The Merdeka Curriculum In Teaching English. *Jayapangus Press Cetta: Jurnal Ilmu Pendidikan* , 72-86.
- Mardhatillah, S. (2023). Differentiated Instruction: Challenges and Opportunities in EFL Classroom. *Journal of English Language Teaching and Linguistic* , 69-77.
- Muhammad Badrus Sholeh, K. S. (2020). Task-Based Learning (TBL) in EFL classroom: from theory to practice. *International Journal of Humanities and Innovation*, 138-143.
- Ni Putu Somawati, I. N. (2018). Implementation of Task-Based Language Teaching: To What Extent is Communicative Competence Achieved? . *Advances in Social Science, Education and Humanities Research*, 572-576.
- Ni Putu Somawati, I. N. (2022). Implementation of Task-Based Language Teaching: To What Extent is Communicative Competence Achieved? *Advances in Social Science, Education and Humanities Research*, 572-576.

- Prakash Chand, S. (2023). Constructivism in Education: Exploring the Contributions of Piaget, Vygotsky, and Bruner. *International Journal of Science and Research (IJSR)*, 12(7), 274–278. <https://doi.org/10.21275/sr23630021800>
- Priestley, M., Biesta, G., & Robinson, S. (2015). Teacher agency: An ecological approach. *Bloomsbury Academic*.
- Qasserras, L. (2023). Systematic Review of Communicative Language Teaching (CLT) in Language Education: A Balanced Perspective. *European Journal of Education and Pedagogy*, 17-23.
- Rachmawati Achadiyah, M. U. (2024). Perception And Problem Of English Pre-Service Teachers In Applying Merdeka Belajar Curriculum During Teaching Practice. *Journal Of English Education Program*, 74-85.
- Rohmah, Z. (2023). English teachers' perceptions of the Merdeka Curriculum implementation in Indonesian secondary schools. *Indonesian Journal of Applied Linguistics*, 13(1), 45–56. <https://doi.org/10.17509/ijal.v13i1.56789>
- Sandelowski, M. (2000). Whatever happened to qualitative description? *Research in Nursing & Health*, 23(4), 334–340. [https://doi.org/10.1002/1098-240X\(200008\)23:4<334::AID-NUR9>3.0.CO;2-G](https://doi.org/10.1002/1098-240X(200008)23:4<334::AID-NUR9>3.0.CO;2-G)
- Shah, D. R. (2019). Effective Constructivist Teaching Learning in the Classroom. *Shanlax International Journal of Education* , 1-12.
- Syifa Fauziah Irsyad, H. S. (2024). Flexible Approach In English Language Learning Curriculum Design: Optimizing Teaching In Merdeka Curriculum. *Eduvest Journal Of Universal Studies* , 9844-9852.
- Thuan, P. D. (2018). Project-Based Learning: From Theory To Efl Classroom Practice. *Hoa Lu University*, 327-339.
- Thuan, P. D. (2018). Project-Based Learning: From Theory To Efl Classroom Practice. *Hoa Lu University*, 327-339.
- Tomlinson, C. A. (2013). Differentiating instruction using common core standards. [PowerPoint research presentation]. Presented at Best Practices Institute spring workshop conducted at the Institutes on Academic Diversity, Curry School of Education, University of Virginia, Charlottesville, VA.
- Videlindah Ani Sophiandry Haan, M. M. (2024). Implementing The Merdeka Curriculum In English Language Teaching At Rumah Belajar Aksi-

Inspirasi: A Case Study Of Strategies And Challenges. *Jollt Journal Of Languages And Language Teaching* , 732-745.

Videlindah Ani Sophiandry Haan, M. M. (2025). Implementing The Merdeka Curriculum In English Language Teaching At Rumah Belajar Aksi-Inspirasi A Case Study Of Strategies And Challenges. *Jollt Journal Of Languages And Language Teaching*, 732-745.

Wahyusi, M. (2025). Teachers' Barriers in Implementing Merdeka Curriculum in Teaching English at Junior High School. *Journal on Language Teaching and Learning, Linguistics and Literature*, 4193-4203.

Wahyusi, M. W. (2024). Teachers' Barriers in Implementing Merdeka Curriculum in Teaching English at Junior High School. *Journal on Language Teaching and Learning*, 4193-4203.

## APPENDIXES

## Appendix 1. Surat Permohonan Izin Riset



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAK-PT/Ak/KPPT/01/2022  
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003  
Website: <https://fkip.umhu.ac.id> Email: [fkip@umhu.ac.id](mailto:fkip@umhu.ac.id) Facebook: [umsamedan](https://www.facebook.com/umsamedan) Instagram: [umsamedan](https://www.instagram.com/umsamedan) Twitter: [umsamedan](https://twitter.com/umsamedan) YouTube: [umsamedan](https://www.youtube.com/umsamedan)

Nomor : 756/IL3-AU/UMSU-02/F/2026      Medan, 16 Syawwal 1447 H  
Lamp : ---      04 April 2026 M  
Hal : Permohonan Izin Riset

Kepada Yth, Bapak/Ibu Kepala Perpustakaan  
**Universitas Muhammadiyah Sumatera Utara**  
di  
Tempat

*Bismillahirrahmanirrahim*  
*Assalamu'alaikum Wr. Wb*

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : **Ainun Sa'diyah**  
N P M : 2202050014  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : **Teachers' voices: Navigating English Teaching Strategies and Challenges in the Merdeka Curriculum Framework**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.Akhirnya selamat sejahteralah kita semuanya,  
Amin.

*Wassalamu'alaikum Wr. Wb*



Dekan  
  
**Dra. Hj. Svanavornita, M.Pd.**  
NIDN. 000666701

\*\*Penting!!\*\*

## **Appendix 2. Questionnaires Questions**

### Questionnaire on English Teaching Strategies and Challenges in The Merdeka Curriculum Framework

1. To what extent do you understand the main principles of the Independent Curriculum?
2. (- Very well understood - Fairly well understood - Poorly understood - Do not understand)
3. What do you think is the most significant difference between the Independent Curriculum and the previous curriculum?
4. What strategies do you use most often in teaching English with the Independent Curriculum?
5. How often do you use project-based learning methods?
6. (- Always - Often - Sometimes - Never)
7. How do you adapt teaching materials to students' needs?
8. What are the main challenges you face in implementing the Independent Curriculum?
9. Which factors most influence your difficulties in implementing the curriculum?
10. (-Time constraints -Resource constraints -School support -Student competencies or (Open-ended answer))
11. How do you overcome these challenges?
12. What support have you received from your school/office regarding the implementation of the Independent Curriculum?
13. What support do you expect to facilitate the implementation of this curriculum?

**Appendix 3. Questionnaires Display in Google Forms**

Quisioner

Questionnaire on teacher voices: **Navigating English Teaching Strategies and Challenges in the Merdeka Curriculum Framework**

saltcheesems@gmail.com [Ganti akun](#)

Tidak dibagikan

\* Menunjukkan pertanyaan yang wajib diisi

Nama instansi: \*

Jawaban Anda

Sejauh mana anda memahami prinsip utama kurikulum merdeka

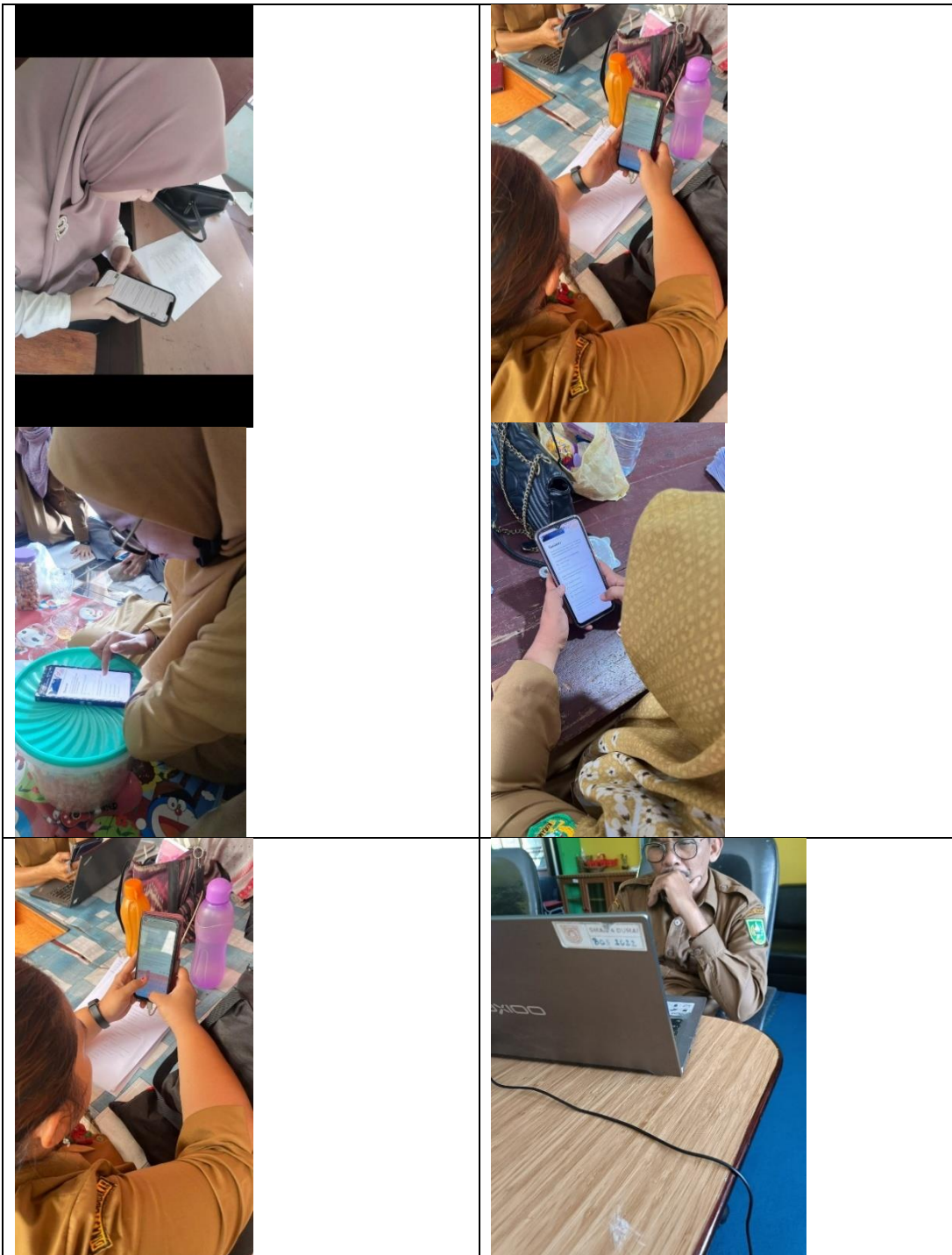
Sangat memahami

Cukup memahami

Kurang memahami


Home Tabs Files

**Appendix 4. Research Documentation**





## Appendix 5 Format Pengesahan Judul Skripsi



**UMSU**  
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

---

**PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**


Dengan ini saya:

Nama Mahasiswa : Ainun Sa'diyah  
 NPM : 2202050014  
 Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Teachers' voices: Navigating English Teaching Strategies and Challenges in the Merdeka curriculum framework	GEC

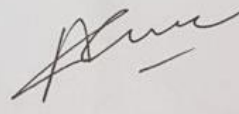
Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
Dosen Pembimbing



**Dr. Khairun Niswa, S.Pd., M. Hum.**

Medan, 17 Oktober 2025  
Hormat Pemohon,



**Ainun Sa'diyah**

## Appendix 6. Format K-1



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Ainun Sa'diyah  
NPM : 2202050014  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 119 SKS

IPK= 3,73

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
<i>27/10-2025</i> <i>[Signature]</i>	Teachers' voices: Navigating English Teaching Strategies and Challenges in the Merdeka curriculum framework .	<i>14/10/2024</i> <i>[Signature]</i>
	Exploring the use of project-based learning in creative english writing: university students novel writing based on personal experiences	
	The effectiveness of flipped classroom in improving english listening skills at SMA TAMANSISWA MEDAN	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.




Medan, 27 Oktober 2025  
Hormat Pemohon,

Ainun Sa'diyah

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan

## Appendix 7. Format K-2

	<p align="center"><b>MAJELIS PENDIDIKAN TINGGI</b>  <b>UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA</b>  <b>FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN</b>  <b>Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238</b>          Website: <a href="http://www.fkip.umsu.ac.id">http://www.fkip.umsu.ac.id</a> E-mail: <a href="mailto:fkip@umsu.ac.id">fkip@umsu.ac.id</a></p>
<b>Form K-2</b>	
Kepada : Yth. Bapak Ketua/Sekretaris Program Studi Pendidikan Bahasa Inggris FKIP UMSU	
<i>Assalamu'alaikum Wr, Wb</i>	
Dengan hormat, yang bertanda tangan dibawah ini:	
Nama Mahasiswa	: Ainun Sa'diyah
NPM	: 2202050014
Prog. Studi	: Pendidikan Bahasa Inggris
Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:	
<b>Teachers' voices: Navigating English Teaching Strategies and Challenges in the Merdeka curriculum framework</b>	
Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:	 27/10/25
<b>Dr. Khairun Niswa, S.Pd., M. Hum.</b>	
Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.	
Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.	
Medan, 27 Oktober 2025 Hormat Pemohon,	
	
<b>Ainun Sa'diyah</b>	
Keterangan	Dibuat rangkap 3 : <ul style="list-style-type: none"> <li>- Untuk Dekan / Fakultas</li> <li>- Untuk Ketua / Sekretaris Prog. Studi</li> <li>- Untuk Mahasiswa yang Bersangkutan</li> </ul>

## Appendix 8. Format K-3

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3**

Nomor : 85/II.3-AU/UMSU-02/F/2026  
Lamp : ---  
Hal : **Pengesahan Proyek Proposal  
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini

Nama : Ainun Sa'diyah  
N P M : 2202050014  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : **Teachers' voices: Navigating English Teaching Strategies and Challenges in the Merdeka Curriculum Framework**

Pembimbing : **Dr. Khairun Niswa, S.Pd., M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **12 Januari 2027**

Medan, 23 Rajab 1447 H  
12 Januari 2026 M

Wassalam  
Dekan




Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan

**WAJIB MENGIKUTI SEMINAR**



## Appendix 9. Berita Acara Bimbingan Proposal










**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Unggul | Cerdas | Terpercaya


بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama : Ainun Sa'diyah  
 NPM : 2202050014  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : Teachers' Voices: Navigating English Teaching Strategies And Challenges In The Merdeka Curriculum Framework.

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
27/ Okt 25	The title is still too broad and needs to be more specific.	
28/ Okt 25	Revise the Background to make more focus clearly	
24/ Nov.	The research questions are not clearly formulated	
28/ Nov.	The theoretical framework is incomplete	
2/ Des	the research design is not clearly explained	
5/ Jan 26	Revise the methodology by clearly explaining research design, subjects, instruments, procedures and data analysis.	
20/ Jan 26	ACE	


Diketahui oleh:  
Ketua Prodi



(Dr. Pirman Ginting, S.Pd., M.Hum.)

Medan, Januari 2026

Dosen Pembimbing



(Dr. Khairun Niswa, M.Hum.)

## Appendix 10. Berita Acara Seminar Proposal



### BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jumat Tanggal 30 Bulan Januari Tahun 2026 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Ainun Sa'diyah  
 N.P.M : 2202050014  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : Teachers' Voices: Navigating English Teaching Strategies and Challenges in The Merdeka Curriculum Framework

No	Masukan dan Saran
Judul	Teachers' Voices: Navigating English Teaching Strategies and Challenges in the Merdeka curriculum.
Bab I	-
Bab II	find out the data and make it short and another part.
Bab III	In the references not allowed in bahasa.
Lainnya	-
Kesimpulan	<input type="checkbox"/> Ditetujui <input checked="" type="checkbox"/> Ditetujui Dengan Adanya Perbaikan <input type="checkbox"/> Ditolak

Dosen Pembahas

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Dr. Khairunniswa, S.Pd., M.Hum.)

Panitia Pelaksana

Ketua

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

## Appendix 11. Surat Keterangan Seminar Proposal



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext. 22, 23, 30  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



### SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Ainun Sa'diyah  
 N.P.M : 2202050014  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : Teachers' Voices: Navigating English Teaching Strategies and Challenges in The Merdeka Curriculum Framework

benar telah melakukan seminar proposal skripsi pada hari Jumat, tanggal 30, Bulan Januari, Tahun 2026

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Februari 2026

Ketua,

**Dr. Pirman Ginting, S.Pd., M.Hum.**

## Appendix 12. Lembar Pengesahan Hasil Seminar Proposal



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



### LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Ainun Sa'diyah  
 N.P.M : 2202050014  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : Teachers' Voices: Navigating English Teaching Strategies and Challenges in The Merdeka Curriculum Framework

Pada hari Jumat, tanggal 30 bulan Januari, tahun 2026 sudah layak menjadi proposal skripsi.

Medan, Februari 2026

Disetujui oleh:

Dosen Pembahas

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Dr. Khairunniswa, S.Pd., M.Hum.)

Diketahui oleh  
 Ketua Program Studi,

(Dr. Pirman Ginting, S.Pd., M.Hum.)

### Appendix 13. Permohonan Izin Riset



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

## UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

### FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 191/SK/SAN-PT/AK/KMPT/03/2022  
 Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 6622407 Fax. (061) 6625474 - 6631003  
 Mhs: /fkip@umsu.ac.id /fkip@umsu.ac.id /umsuamedan /umsuamedan /umsuamedan /umsuamedan

Nomor	: 756/IL.3-AU/UMSU-02/F/2026	Medan, 16	Syawwal	1447 H
Lamp	: ---	04	April	2026 M
Hal	: Permohonan Izin Riset			

Kepada Yth. Bapak/Ibu Kepala Perpustakaan  
**Universitas Muhammadiyah Sumatera Utara**  
 di  
 Tempat

*Bismillahirrahmanirrahim  
 Assalamu'alaikum Wr. Wb*

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama	: <b>Ainun Sa'diyah</b>
N P M	: 2202050014
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: <b>Teachers' voices: Navigating English Teaching Strategies and Challenges in the Merdeka Curriculum Framework</b>

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.Akhirnya selamat sejahteralah kita semuanya, Amin.  
*Wassalamu'alaikum Wr. Wb*



Dekan



**Dra. Hb. Syamsuwarnita, M.Pd.**  
 NIDN.0004066701

**\*\*Pertinggal\*\***



## Appendix 14. Surat Keterangan Riset



**PERGURUAN TAMANSISWA CABANG MEDAN  
BAGIAN TAMAN MADYA ( SMA )  
TAMANSISWA SINGOSARI**

NSS : 303.076.001.020, NDS : 3007120003, NPSN : 10210822  
Alamat : Jl. Singosari No. 11 Kel.Sei Rengas Permata Kec. Medan Area,Kota Medan  
Provinsi Sumatera Utara  
Email : [tamansiswamdn@gmail.com](mailto:tamansiswamdn@gmail.com)

### SURAT KETERANGAN

Nomor : 5098/TM.PK/KET/ IV.2026

Yang bertanda tangan dibawah ini. Ketua / Kepala Sekolah Taman Madya (SMA Tamansiswa) Singosari Medan menerangkan bahwa :

No.	Nama	NPM	Program Studi	Dengan Judul
1	Ainun Sa'diyah	2202050014	Pendidikan Bahasa Inggris	Teacher'Voices Navigating English Teaching Strategis and Challenges In the Merdeka Curriculum Framwork

Benar telah selesai melaksanakan observasi / Penelitian di Taman Madya (SMA) Tamansiswa Singosari Medan selama 1 ( Satu) Minggu di mulai dari tanggal, 6 April 2026 s.d 14 A:pril 2026. Demikian surat keterangan ini kami berikan semoga dapat dipergunakan dengan baik.atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Medan, 16 April 2026  
Taman Madya (SMA) Tamansiswa Singosari Medan  
Ketua / Kepala Sekolah  
  
NYI PUSKARINDA SIAHAAN,SS

## Appendix 15. Berita Acara Bimbingan Skripsi



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umhu.ac.id> E-mail: [fkip@umhu.ac.id](mailto:fkip@umhu.ac.id)

**BERITA ACARA BIMBINGAN SKRIPSI**


Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Ainun Sa'diyah  
N.P.M : 2202050014  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Teachers' Voices: Navigating English Teaching Strategies and Challenges in The Merdeka Curriculum Framework.


Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
4 Februari '26	Proposal Revision: incorporates the way samples are selected	VE
10 Februari '26	Verifying the research tool with an emphasis on the questionnaire	VE
1 April '26	Complete the study questions in order to change the result.	VE
3 April '26	Rewriting the concluding chapter to improve the grammar	VE
6 April '26	Revisions to data and findings, template, and fixing typographical mistakes	VE
13 April '26	Introducing	VE
17 April '26	UCC	VE

Medan, April 2026

Diketahui oleh:  
Ketua Prodi

Dosen Pembimbing

  
(Dr. Pirman Gilting, S.Pd., M.Hum.)

  
(Dr. Khairun Niswa, S.Pd., M.Hum.)

## Appendix 16. Curriculum Vitae



# AINUN SA'DIYAH

Address: Jl. Bukit Barisan Gg. Kelabu No.5 Glugur Darat Medan Timur

Phone: 0822-8866-1257

Email: ainunsa.theyahh@gmail.com

### Profile

English Education student at Universitas Muhammadiyah Sumatera Utara with practical experience working as an English trainer and teaching English to elementary school students. I have the ability to develop creative and engaging learning materials, along with strong public speaking and basic graphic design skills. I am also experienced in supporting children with special needs in the learning process. I am enthusiastic about building inclusive, enjoyable, and effective English learning environments that help students grow and stay motivated

### Work Experience

#### English Teacher (Internship)

Feb 2024 - June 2024

#### SDN 001 BAGAN BATU KOTA

- Taught English for Grade 5 and Grade 6 students for 4 months.
- Design creative lesson plans and learning media to improve students' speaking skills, worksheets, and simple assessments.
- Created classroom more attractive activities to increase students' motivation and participation.
- Assisted classroom teachers in manage students and learning activities.

#### English Teacher (Part-Time)

Agustus 2023

#### SMA NEGERI 4 DUMAI

- Taught English for Grade 11 for full 1 months.
- Teach according to the existing modules, and continue learning according to the English teacher's instructions.
- Conducting more engaging activities is developed in the classroom to increase student enthusiasm and involvement.

### Education

#### Bachelor of Education in English Language Education

September 2022 - Present

Universitas Muhammadiyah Sumatera Utara

- Participant in Kampus Mengajar Batch 7 national teaching program 2024
- General Treasurer in EEDSA UMSU academic community 2025/2026

### Skills

- English Teaching & Lesson Planning
- Public Speaking & Classroom Management
- Microsoft Office (Word, Powerpoint, Excel)
- Simple Internal Audit
- Transparent Financial Record-Keeping

### Additional Information

- Eager to collaborate with children in an inclusive educational setting
- Strongly driven to advance as a professional English educator
- Proficient communication abilities and collaborative aptitude

