

CHAPTER I

INTRODUCTION

This chapter informs the research that deals with the research background, identification of the issue, the focus of study, research questions, aims of the research, significance of the research, theoretical foundation, previous research, frame of thought, and research method.

1.1 Background of the Research

The *Merdeka* curriculum is one of the most recent changes in the Indonesian education landscape. One year into the trial, the Indonesian teachers who still do not fully understand the *Merdeka* curriculum are quite worrying (Tricahyati & Zaim, 2023). Ironically, teachers still seem confused about this curriculum, even though this curriculum will soon be adopted nationally in 2024 (Wardani, et al., 2023). Future education in Indonesia will certainly suffer if teachers do not succeed in integrating the ideas of the *Merdeka* curriculum into the teaching and learning process.

In this context, to ensure that education in the country reaches the high standards to aspire, paying attention to the curriculum and its implementation is very important (Syarifudin, 2023). The implementation of independent learning is only done by making one lesson plan sheet but practice with teaching strategies still conceptualizes learning which still makes the teacher the target of learning (Windayanti et al., 2023). Moreover, learning practices outside the classroom have not yet reached the stage of independent learning of students who seek, find, analyze and produce appropriate problem solutions (Lesilolo, 2022). Teacher creativity is necessary in the learning process because teacher creativity has a direct impact on the learning process and development of students' skills (Hestika, Qalbi, & Baso, 2021). However, many observations and analyzes on the internet show that there are significant challenges related to the lack of creativity of English teachers in Indonesia.

Many English teachers in Indonesia are considered uncreative and need more training in up-scaling their skills. This is evident from the many studies that emphasize training and creativity development for teachers. For that, there were studies about training to increase the creativity of English teachers, for example, training to become creative and millennial English teachers by Syahrial & Syafryadin (2020) and creative learning in English lessons by Pentury (2017). Meanwhile, for teacher creativity training using media, for example there is Hamidah, Yanuarmawan, & Sukya (2021) who use YouTube and Resmini, Satriani, & Rafi (2021) who use Canva media.

The research above shows that English teachers in Indonesia tend to be considered uncreative, because if most English teachers are already creative then there should be no training or development of teacher creativity as in the research above. Moreover, nowadays education in Indonesia uses a new curriculum (*Merdeka* curriculum) to which teachers need to adapt in the context of teaching. For this reason, this research try to explore the concept of teacher's creativity in the context of the *Merdeka* curriculum, the teachers' challenges in teaching English creatively in the *Merdeka* curriculum, and the teachers' strategies for teaching English creatively in the *Merdeka* curriculum. The importance of this study lies in its contribution to our understanding of how English language teachers might use curriculum flexibility to create meaningful learning experiences. Ferdaus & Novita (2023) said that the *Merdeka* curriculum encourages innovation and creativity in material creation, therefore this study's findings are crucial in understanding the role that creative teachers play in addressing this challenge.

The researcher identifies areas of interest to explore in providing a more comprehensive understanding. Some clusters of research exist in this field of level, which is English teachers' creativity in senior high school (Artini & Padmadewi, 2021, Humaeroh 2022), English teachers' creativity in junior high school (Hakim et al., 2022, Tresna, 2023), and English teachers creativity in using media (Fitria, 2022, Meliala et al., 2021, Kariadi et al., 2021). In the area of curriculum, investigation is also about English teachers'

creativity in 2013 curriculum (Ruzaini & Fitria, 2021) and English teachers' creativity in teaching language skills (Setiawan et al, 2019, Triningsih & Ghozali 2018, Susanti, 2023). In addition, research also touched English teachers to challenge the teaching of English in *Merdeka Belajar* curriculum (Novtian & Yavani, 2023) and English teachers' strategies in teaching in *Merdeka* Curriculum (Ayuningtyas, 2023, Abdulloh & Abdul, 2023).

There are shortcomings in previous research with a similar study area. Teachers' creativity at the level of senior and junior high school only focuses on English material which is not focused in relation to some curriculum applied. Moreover, there is English teachers' creativity but it is just in the 2013 curriculum not in *Merdeka* curriculum. None do that. Teachers are generally criticized for the lack of school-based curriculum development (Nashruddin, 2015). This means that the curriculum plays an important role as a guide in the context of the way teachers teach because teaching must be adjusted to the curriculum itself. There is a recurring narrative that the curriculum is no longer fit for purpose, is old, pallid, and stale,' and requires revision (Howson & Kingsbury, 2023). It means that if the curriculum changes due to new times, then ideally a teacher will update his learning methods which may be more effective, creative, and in accordance with the concept of the curriculum.

Language is a complete package, not separated or individual skills. However, there was a study by Susanti (2023) about English Teachers creativity but just in reading skill, Setiawan et al., (2019), Triningsih & Ghozali (2018) just in speaking and it is not in general English. Whereas, the four languages which are speaking, reading, writing and listening are dependent variables (Everaert, 2023). Therefore, it means that there is a link between all skills and it can be learned as English in general. It is because for instance, reading skills may improve writing abilities, while listening skills can affect speaking abilities. More attention to these four qualities can lead to more successful English teaching and learning. In this context, it is important

to know how creativity in teaching English generally in class includes all skills.

There was also a study about teacher's challenges but it did not focus on teachers' creativity. Another study about strategies in teaching English in *Merdeka* curriculum, it does not focus on teachers' creativity and only focuses only on teaching speaking not in general English (Ayuningtyas, 2023). However, this distinction makes it incomprehensive, failing in picturing the whole teachers' creativity strategy for teaching the language. Therefore, this research tries to find out the concept of teacher's creativity in the context of the *Merdeka* curriculum, the teachers' challenges in teaching English creatively in the *Merdeka* curriculum, and the teachers' strategies for teaching English creatively in the *Merdeka* curriculum.

1.2 Identification of the Issues

The researcher's informal observations during teaching practicum revealed several phenomena:

- 1) Teachers' creativity is low in teaching English
- 2) Teachers always teach by explaining and directly giving assignments
- 3) Most of the students are lazy and don't have motivation to learn English seriously

The researcher discovered phenomenon or issue by reading several journals, news and articles:

- 1) The teacher's insight regarding creativity in teaching is still low
- 2) Teaching and learning English process is boring
- 3) Teachers creativity still needs training and development

From those problems, the researcher chose the specific issue which is teachers' creativity in teaching English using *Merdeka* curriculum for several reasons. First, *Merdeka* curriculum is an innovation in the Indonesian education system which is expected to provide freedom and flexibility for teachers in designing their learning. However, there is no research that

specifically investigates the extent to which English teachers can apply their creativity in this context.

Second, considering the increasing global demand for English language proficiency, teacher creativity is essential in English language teaching at the secondary school level, especially when overcoming challenges and strategies that arise in the implementation of English language teaching. Furthermore, the selection of this issue is in line with efforts to improve the quality of English language teaching and learning in Indonesia. By understanding the challenges teachers face and the strategies they use when teaching English in the *Merdeka* curriculum, the researcher hopes to provide deeper insights and solutions to improve teachers' teaching practices in the future.

1.3 Delimitations and Focus of the Research

This research focuses on exploring the creativity of English teachers in junior high schools in the context of the *Merdeka* curriculum. This research discusses the concept of teacher creativity, the challenges faced in teaching English creatively, and the strategies used to overcome these challenges.

Participants in this research were English teachers in junior high schools who were actively involved in teaching within the *Merdeka* curriculum Framework. This research includes several teachers to ensure a representative sample, taking into account factors such as how long they have teaching experience, whether they have *PPG* (Professional Teacher Education) or teacher certification or not, and perhaps their educational background.

This research is limited not to examining perceptions or even the way the deputy principal in the field of curriculum in his role ensures teachers are creative in teaching English using the independent curriculum, and also this research is limited to just junior high school teachers, not to high school level too, etc. This is because the researcher is aware about incompetence and so that this research does not become broad so that this research only focuses on

discussing the concept of teacher creativity, the challenges faced in teaching English creatively, and the strategies used to overcome these challenges.

1.4 Research Questions

Based on the delimitation and focus of the study, there are three research questions in this research.

- 1) How is the concept of teacher's creativity in the context of the *Merdeka* curriculum?
- 2) What are the teachers' challenges in teaching English creatively in the *Merdeka* curriculum?
- 3) What are the teachers' strategies for teaching English creatively in the *Merdeka* curriculum?

1.5 Aims of the Research

In relation to the formulation of the problems from the previous section, this research has three aims.

- 1) To find out the concept of teacher's creativity in the context of the *Merdeka* curriculum
- 2) To explore the challenges do teachers face in teaching English creatively in the *Merdeka* curriculum
- 3) To explore teachers' strategies for teaching English creatively in the *Merdeka* curriculum

1.6 Significances of the Research

The research is expected to give significant advantages both theoretically and practically.

1.6.1 Theoretically

This research gives some useful information about English teachers' creativity in teaching English for junior high school. This research is expected to be used as a reference for other researchers to conduct research

in the English teaching learning process and adding to the enrichment of English teaching theory. Hopefully, the result of this study is useful for students, teachers, and all of the readers and may help teachers to improve their creativity in teaching English at junior high school using *Merdeka* curriculum.

1.6.2 Practically

The significance of the research related to practically consists of for researcher and for teachers.

1.6.2.1 For Researchers

The research is able to increase knowledge and information about the teachers' creativity in teaching English using the *Merdeka* curriculum. This research can become a reference for further research, and can be developed further.

1.6.2.2 For Teachers

For teachers, when they read this, they will know about the concept of teacher creativity in *Merdeka* curriculum and teachers' creative strategies in teaching English in the *Merdeka* curriculum. English teachers can also increase their creativity in the teaching process by using this paper as a source of information, so that hopefully the goal of learning can be achieved in this *Merdeka* curriculum.

1.7 Theoretical Foundation

This section contains the theoretical foundation of the research. The theoretical basis presents the reader with the underlying theories relating to the research questions. The related theories in this study consists of Post-method pedagogy, *Merdeka* curriculum, and teachers' creativity.

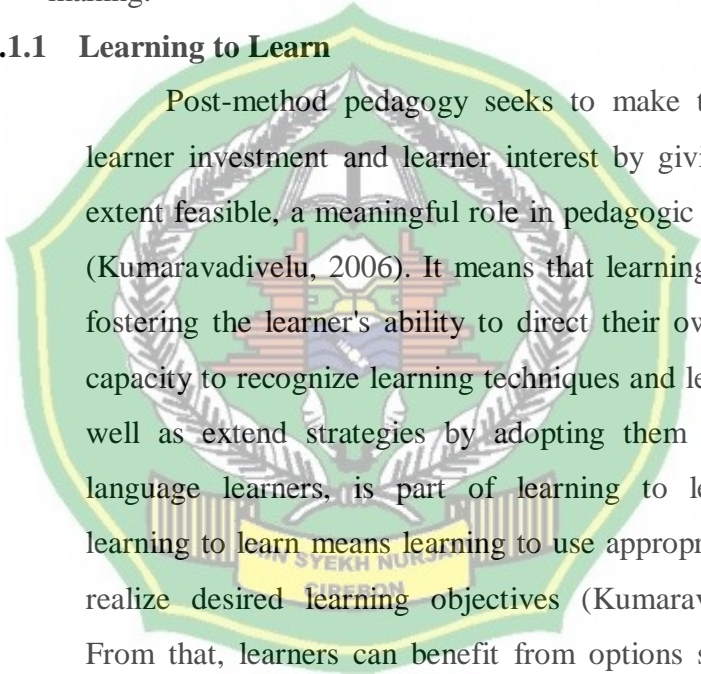
1.7.1 Post-method Pedagogy

Post-method pedagogy theory that this research used consists of indicator of post-method learners and indicator of post-method teachers.

1.7.1.1 Indicator of Post-method Learners

Post-method pedagogy seeks to maximize learners' involvement and interest by including them in educational decision making. There are two perspectives on learner autonomy: limited and wide. The limited view fosters the learner's ability to learn, whereas the broad view fosters the learner's ability to learn and liberate oneself. By considering learners as active and autonomous participants, they are asked to participate in instructional decision making.

1.7.1.1.1 Learning to Learn



Post-method pedagogy seeks to make the most use of learner investment and learner interest by giving them, to the extent feasible, a meaningful role in pedagogic decision making (Kumaravadivelu, 2006). It means that learning to learn entails fostering the learner's ability to direct their own learning. The capacity to recognize learning techniques and learning styles, as well as extend strategies by adopting them from successful language learners, is part of learning to learn. Therefore, learning to learn means learning to use appropriate strategies to realize desired learning objectives (Kumaravadivelu, 2006). From that, learners can benefit from options such as working with other students, accessing new learning materials, and communicating with native language speakers.

1.7.1.1.2 Academic Autonomy

Academic autonomy is about enables learners to be effective learner Kumaravadivelu (2006). It means, academic autonomy seeks to educate students into competent learners.

1.7.1.1.3 Liberatory Autonomy

Kumaravadivelu (2006) state liberatory autonomy allows students to become critical thinkers.

Liberatory autonomy also enables them to use appropriate strategies to realize desired objectives. On the other hand, liberatory autonomy assists learners in recognizing sociopolitical hurdles and equips them with the intellectual skills to overcome them. He argues that autonomous learners deserve autonomous teachers who can promote meaningful liberatory autonomy in the language classroom (Kumaravadivelu, 2001). Liberating autonomy in the language classroom may be strengthened by encouraging students to become mini-ethnographers, reflect on their identities, build learning communities, and investigate various themes using internet services.

Thus, post-method learner indicators include learning ability to learn, academic autonomy, and spending autonomy as part of a more holistic language learning approach.

1.7.1.2 Indicator of Post-method Teachers

The indicators of post-method teacher in post-method pedagogy theory consist of autonomous teacher, personal knowledge, teacher self-development, and teacher as researcher.

1.7.1.2.1 Autonomous Teacher

Teacher autonomy is so central that it can be seen as defining the heart of post-method pedagogy (Kumaravadivelu, 2006). Post-method instructors are regarded as autonomous teachers who may make pedagogical decisions on their own. Kumaravadivelu (2006) post-method pedagogy, on the other hand, recognizes the teachers' prior knowledge as well as their potential to know not only how to teach but also know how to act autonomously within the academic and administrative constraints imposed by institutions, curricula, and textbooks. Therefore, teacher autonomy becomes crucial in post-method teaching, allowing them to behave freely within academic and administrative limits while also knowing how to teach.

1.7.1.2.2 Personal Knowledge

Personal knowledge does not develop instantly before one's peering eyes, as film develops in an instant camera. It evolves over time, through determined effort. Under these circumstances, it is evident that teachers can become autonomous only to the extent they are willing and able to embark on a continual process of self-development (Kumaravadivelu, 2006). To sum up, post-method instructors depend on personal knowledge that has been built over time, rather than merely behavioral information about how to teach in the classroom. Personal knowledge grows over time with consistent effort and is essential in establishing diverse teaching approaches.

1.7.1.2.3 Teacher Self-development

Post-method teachers are autonomous and involved in continuous self-development, using their prior knowledge of the world and their pedagogic knowledge to develop learners (Kumaravadivelu, 2006). Therefore, post-method instructors are required to engage in continual self-development. Teachers must be willing and able to evolve their personal knowledge, monitor and assess their teaching activities, and take the initiative to change their teaching ways.

1.7.1.2.4 Teacher as Researcher

The macro-strategic framework seeks to transform classroom practitioners into strategic teachers and strategic researchers. As strategic teachers, they spend time and effort reflecting on the processes of learning and teaching; stretching their knowledge, skill and attitude to stay informed and involved; exploring and extending macro-strategies (Kumaravadivelu, 2006).

It is consist of designing appropriate micro-strategies to maximize learning potential in the classroom; and monitoring their ability to react to myriad situations in meaningful ways (Kumaravadivelu, 2006). In their instructional setting, post-method instructors are considered researchers. They are given the authority to do educational research, employing investigative skills to determine what works and why, with a focus on specific learner groups and intended teaching outcomes. This teacher research does not need sophisticated experimental investigations, but rather a better knowledge of what works and why in ordinary classroom settings.

1.7.2 Merdeka Curriculum

Merdeka curriculum theory that this research used consists of the new paradigm learning, characteristics of *Merdeka* curriculum, and component of *Merdeka* curriculum.

1.7.2.1 Merdeka Curriculum as New Paradigm Learning

The new learning paradigm ensures that learning practices are learner-centered, differentiate and map competency standards, planning the learning process, and implementing assessments. The *Pancasila* Student Profile plays a role in guiding policy and reform in the Indonesian education system in accordance to Ministry of Education, Culture, Research and Technology 2020 (Sufyadi et al., 2021). Moreover, a new paradigm of learning is also well-known as learning in which students are playing a main role in the learning process. The students' activeness is more dominant than the teacher. Nevertheless, teachers nonetheless must be conscientious to the students' work (Annisa, 2023). In this new paradigm of learning, teachers have all the freedom in a learning process, especially in formulating learning designs and assessments tailored to the students' characteristics and needs (Faiz et al., 2022).

1.7.2.2 Characteristic of *Merdeka* Curriculum

The characteristics of *Merdeka* curriculum in the website of Kemdikbud.go.id lists the following as *Merdeka* curriculum characteristics: 1) Character and soft skill development through an initiative to enhance *Pancasila* students' profile. 2) Concentrate on important, timely, and in-depth content so that students have enough time to develop their originality and creativity in order to master fundamental skills like reading and numeracy. 3) Flexible learning allows teachers to adapt the curriculum and local environment to the needs of each student, based on their individual success and development stages.

Based on the statement above, other research also discusses the following key elements of the *Merdeka* curriculum can aid in Indonesia's process of learning recovery following the COVID-19 pandemic: 1. Project-based learning to help *Pancasila* students acquire a variety of soft skills and character traits. 2. Pay attention to crucial content 3. Adaptability in school curriculum design (Rizaldi & Fatimah, 2022).

In this context, the characteristics for students in *Merdeka* curriculum should be: faith, piety toward the Almighty God, and having a noble character; second, diversity in the world; third, cooperation (Zidan & Qamariah, 2023). Through these characteristics, it is hoped that the teaching and learning process can be successful, marked by the achievement of all learning objectives in the *Merdeka* curriculum and students who understand the material provided by the teacher.

1.7.2.3 Component of *Merdeka* Curriculum

The student profile describes an essential component of the *Merdeka* curriculum. Based on the comprehensive and detailed

Pancasila values, *Pancasila* students have personality competency. The Minister of Education and Culture Regulation No. 22 of 2020 states that students at *Pancasila* represent Indonesian students as lifelong learners with global competence, personality, and behavior consistent with *Pancasila* values, and that this regulation is consistent with the government's stated vision and mission (Zidan, 2023).

The law specifies six criteria for students in *Merdeka* curriculum: first, faith, piety toward the almighty God, and a noble character; second, world variety; and third, collaboration (Ardhani, Mustofa, & Waston, 2023). The *Merdeka* curriculum component is also integrated into the teacher's role as a facilitator and uses a constructivist and inquiry approach in modeling each learning activity (Ismail, et al., 2023). Therefore, the role of the teacher in the teaching and learning process in the *Merdeka* curriculum is very important.

The *Merdeka* curriculum includes the following teaching components; Learning Objectives, Learning Activities, Assessment (Zulhendri, 2023). Learning Objectives; These are the goals that students are expected to attain during their education, with a focus on critical thinking skills, character development, and quality learning (Rizaldi & Fatimah, 2022). Learning Activities: These are the numerous activities in which students participate in order to attain the learning objectives, such as real-life situations and social processes. The *Merdeka* curriculum allows teachers to use a variety of teaching techniques to tailor learning to students' needs and interests (Rizaldi & Fatimah, 2022). Assessment: This component entails assessing students' progress and successes in meeting learning objectives and mastering learning activities. The *Merdeka* curriculum includes diagnostic, formative, and summative evaluations administered by instructors once the learning process is

finished (Wijoyo, 2023). To sum up, *Merdeka* curriculum is about freedom to learn, the *Merdeka* curriculum gives students the freedom to learn in the class.

1.7.3 Teachers' Creativity

Teachers' creativity theory that this research used consists of definition of teachers' creativity, creative teaching, factor influence teacher creativity, and type or kind of teacher creativity.

1.7.3.1 Definition of Teachers' Creativity

Teacher creativity involves making learning more effective, using imaginative approaches in the classroom, and providing innovative curricula and teaching strategies according to students' needs and characteristics (Lapeniene & Dumciene, 2014). It is also about the teacher's personality, personal creativity, and its manifestations in everyday practice (Cremin, 2015). While, creative teaching is about the teacher's personality, personal creativity and its manifestations in everyday practice. Teaching for creativity "is seen to involve teachers in identifying children's creative strengths and fostering their creativity" (Cremin, 2009).

The National Advisory Committee on Creative and Cultural Education (NACCCE) defines creative teaching as "teachers using imaginative approaches to make learning more exciting and effective" and teaching for creativity as "forms of teaching that are intended to develop young people's own behavior" (Ayob, Hussain, & Majid, 2013). Research emphasizes the importance of understanding the nature of creativity, its pedagogical value, and the need to inspire creativity in both teachers and students.

To sum up, the teacher's personal creativity is the main premise and actively identifying and developing children's creative strengths, the way teachers make creative teaching is not only

about a clear concept, but also a process that facilitates students' personal development in various aspects of life.

1.7.3.2 Creative Teaching

Bisset (2005) states that creative teaching includes a variety of activities, such as field trips, interactive stories, primary source comprehension, and role play. Teachers integrate history lessons with various disciplines and skills, such as art, geography, music and literacy. Teaching involves using primary resources and inviting children to organize, present, and evaluate information (Bisset, 2005). From there, students learn through direct experience, making them engaged and active participants in learning. Teachers can teach creatively with different models, for example teachers who like art or music can apply the teaching process with it and also consider students' needs.

The NACCCE report (1999) defines creative teaching as teaching creatively and teaching for creativity. Creative teaching involves imaginative learning, while teaching for creativity encourages and fosters creativity. In this discussion focused just on creative teaching, teachers must understand their own creativity to develop students' abilities. In other words, creative teachers are described as innovative, knowledgeable, masterful, and operating within social values. Therefore, creative teaching is important in the teaching process to make good classroom experiences.

1.7.3.3 Factors influence Teacher Creativity

This section aims to evaluate the significant aspects that impact teachers' creativity. The two primary areas of focus will be particular elements, which are internal factors related to the individual as a teacher (Individual Factors) and Organizational Factors, which are factors connected to the work environment and organizational structure. Through a greater comprehension of these two dimensions, we may delve further into the factors that enhance

teacher creativity, leading to a more profound comprehension of the dynamics of creativity in educational settings.

1.7.3.3.1 Internal Factor (Individual Factor)

Pazin, Maat, Mahmud (2022) conclude the internal or individual factor that influence teachers' creativity by exploring previous research of teachers' creative teaching, namely: Self-efficacy, Imagination, Pedagogical beliefs, Attitudes, Personality Traits, Resilience, Self-esteem, Motivation, Job Satisfaction, Technology skills, Creativity fostering, Teaching style, Knowledge, and Work Input.

1.7.3.3.2 Organizational Factors

Previous research of teachers' creative teaching related to organizational factors in Pazin, Maat, Mahmud (2022): School climate, Principal's transformational leadership, Environmental support, School support, Workplace, Social cultural, and Supportive teacher peer.

1.7.3.4 Type or Kinds of Teachers' Creativity

According to various experts, there are different types or approaches to teacher creativity. One study identified proactive creativity as the first type, which refers to teachers who exhibit the highest levels of creativity even when working in a creativity-inhibiting environment (Lapeniene & Dumciene, 2013). Another expert, Cremin (2009), describes creative teaching as involving teachers in making learning more effective and using imaginative approaches in the classroom. Spencer (2022) identifies seven types of creative teachers, including the artist, the architect, the engineer, the researcher, the storyteller, the coach, and the curator. These types reflect different ways in which teachers can approach creativity in their teaching practices. Additionally, research emphasizes the importance of understanding the nature of

creativity, its pedagogical value, and the need to inspire creativity in both teachers and students.

1.7.4 Teacher Challenges

Being a teacher is a big challenge. Despite majoring in education and learning a degree in education, becoming a real teacher is something different. Ismail, (2010) stated that some of the challenges generally faced by a teacher:

- 1) **Understanding Student Needs.** New teachers must understand the needs of their students. Every student has different needs and learns in different ways. Teachers must be able to identify the needs of each student and adapt their teaching methods in an appropriate way (Ismail, 2010).
- 2) **Preparing Teaching Materials.** Teachers must prepare appropriate and varied teaching materials. This requires a lot of preparation and time, especially if the new teacher teaches several subjects at once. Preparing effective and interesting teaching materials can increase students' interest in learning (Ismail, 2010).
- 3) **Implementing Classrooms.** Implementing discipline in the classroom can be a challenge for new teachers. They must be able to control the situation in the classroom and ensure that students remain focused on learning. This requires good communication and time management skills (Ismail, 2010).
- 4) **Maintain Motivation.** New teachers must be able to keep their students motivated. Students often lose interest in learning if they don't feel interested or don't see how it relates to their lives. New teachers should strive to make learning fun and interesting, so that students remain motivated to learn (Ismail, 2010).
- 5) **Adapt to the Work Environment.** Teachers must also adapt to their new work environment. Each school has different cultures and norms, so new teachers must learn their work environment and try to adapt (Ismail, 2010).

In fact, being a teacher has many challenges. However, with good preparation and patience, teachers can overcome these challenges and become successful teachers knowing the challenge that must be faced is the first step in overcoming those challenges (Amankulova & Seisembieva, 2011).

1.7.5 Teacher Strategies in teaching English

In discussing teachers' teaching strategies in the context of English language teaching, there are two main points, namely the definition of teaching strategies and various types of teaching strategies that can be applied. The first point start by defining what is meant by teaching strategy, and then type of teaching strategies.

1.7.5.1 Definition of Teaching Strategies

The concept of "strategy" is used at the macro, intermediate, and micro levels, with the latter level being closely related to learning pedagogy, training theory, and practice. Adopting a strategy entails establishing a plan of action and linking it with a certain global manner of organizational learning and learning circumstances, as well as the employment of specific techniques and tools. It should go without saying that in reality, so it uses a variety of strategies (Azman, et al., 2014). Additionally, the teaching strategy is the teacher's action in carrying out the lesson plan, which is the teacher's effort in utilizing a variety of teaching variables (objectives, materials, techniques, and instruments, as well as assessment) to persuade students to meet the planned goals (Azwardi, 2020).

A teaching strategy is an actual action by the teacher or the teacher's practice of teaching in a particular method that is recognized as more effective and efficient (Azwardi, 2020) in other words, teaching strategies are internal learning techniques used in the classroom. The plan of action should accurately and

consistently represent the steps. The term "systemic" refers to the interrelationships between the many elements of teaching and learning, allowing the organization to accomplish a specific objective in an integrated way (Sarode, 2018). At the same time, systematic refers to the teacher's actions in the classroom being cleanly and rationally organized in a sequential order to facilitate learning and goal-achieving.

Teaching strategies are aspects provided by teachers to students in order to enable a deeper grasp of the knowledge. The emphasis is on learning content design, programming, elaboration, and completion. Teaching tactics must be devised in such a manner that students are encouraged to observe, evaluate, voice an opinion, form a hypothesis, seek a solution, and learn on their own. A didactic teaching strategy, for example, is an ordered and systematized sequence of activities and materials used by teachers during teaching (Franzoni & Assar, 2009). Moreover, in the 21st century a teacher is required to have pedagogy, strategy, and method. Teachers require a strategy to support the learning process to deliver the learning process more effectively, which is crucial in developing more effective and active learning that will stimulate students' interests in the subject matter (Sarode, 2018). As a result, a teacher must own and master the method so that the strategy will help the teacher while presenting material to students.

1.7.5.2 Type of Teaching Strategies

The type of teaching strategies consists of teacher using media, innovative teaching strategies, and role play for teaching English.

1.7.5.2.1 Teacher using media; Tiktok Apps for teaching English

Tiktok is as an educational tool for teaching English as a foreign language. Tiktok, which is known for short-video sharing, gives video creators a lot of freedom to produce videos.

Unlike other video-sharing social media apps, Tiktok films range in duration from 15 seconds to 5 minutes. The features of Tiktok as a pedagogical strategy (Tan, et al., 2022) because not only congruent with today's fast-paced information acquisition manner, but it also provides video makers with an opportunity to make their films more impactful.

Tiktok's special feature not only attracts the attention of many domestic English language instructors, but also of many native English speakers. These English-teaching video developers supply an abundance of English learning resources for EFL teaching and learning, allowing EFL instructors and students to use Tiktok for English teaching and learning in and out of the EFL classroom (Yang, 2020). Moreover, some teacher using Tiktok application for strategy in teaching English especially use for listening skills and based on Project Based Learning strategy.

Effective and various learning strategies are crucial for achieving successful language learning outcomes beyond the classroom (Yang, 2020). Therefore, the significance of utilizing the appropriate digital learning strategies must be acknowledged. To sum up, strategy is specific thoughts or behaviors individuals employ to effectively comprehend, learn, or retain new information (Syahrir, Jabu, Sultan, 2022).

1.7.5.2.2 Innovative teaching strategies; student-centered

Innovative teaching strategies are involves students working together and participating in the learning process, which can help to foster collaboration and increase student participation. Innovative teaching strategies include group work, project- based

learning which is teaching by making some product namely text (Lu, 2021).

Moreover, problem-based learning which is teaching by stimulating problems to understand the material (Ali & Sardar, 2019). These innovative teachings that are student-centered will encourage students. The students can work together, and engage in authentic tasks. Additionally, it will increase students' understanding. This happens because the students can participate actively in the learning process (Novita & Paragae, 2023).

1.7.5.2.3 Role Play for Teaching English

Role play is a strategy that uses fantasy or imagination to be someone else or oneself in a specific setting for a short period of time, improvising conversation and creating a realistic scene. It attempts to inspire students' thinking and creativity, allows them to acquire and practice new linguistic and behavioral skills in a generally non-threatening atmosphere, and can provide the motivation and participation required for learning (Dwiana, Pahayu, & Eripuddin, 2015). The role play strategy was incredibly effective in the classroom and may be utilized to improve students' speaking abilities. Role play helped students enhance their speaking abilities and offered them the opportunity to act out a specific circumstance (Ayuningtyas, 2023). The role play strategy also can boost self-confidence, foster student collaboration, and make learning more enjoyable and exciting (Negara, 2021).

1.8 Previous Research

Similar research has been carried out by several previous researchers which vary and can be grouped into 6 clusters. The first is in the field of level school, related to English teachers creativity in senior high school

by Artini & Padmadewi (2021) used qualitative method and the result show that the study reveals a significant gap between teachers' perceived creativity and classroom observations, suggesting a need for professional development programs in creative teaching, despite teachers' perceived creativity.

The second is research by Humaeroh (2022) discussing teachers' creativity in using media for online English learning, its used qualitative method, then the finding shows that the English teacher at MAN 16 Jakarta effectively uses various media for online learning, with good student responses and internet network issues. Effective media include WhatsApp and e-learning, while efficient media includes videos, Zoom meetings, and PowerPoints. From the study above, the researcher can conclude that both qualitative studies use descriptive and interpretive approaches to understand teacher creativity, revealing a gap between perceptions and practices, and emphasizing the need for professional development for effective online learning media integration.

The second cluster is in the field of level school also but related to English teachers' creativity in junior high school. The study by Hakim et al. (2022) discuss about English teachers' creativity in preparing and managing teaching-learning media during Covid-19 pandemic and its used qualitative method, then the result show that the study reveals that teachers during the COVID-19 pandemic in Indonesia, teachers' creativity in preparing and managing teaching learning in English subject is used technology like WhatsApp, Google Classroom, YouTube, and Google search. They also used question and answer methods to make online learning more engaging. However, challenges faced included conveying material to students, lack of internet understanding, limited teaching time, and unpreparedness for changing situations. While, study by Tresna (2023) discuss about using the creativity of the English teacher during the junior high school transition and its used qualitative method, then the result show that during the transitional phase, when teaching is

changing and instructors fall into the improbable creativity group, they typically do not satisfy the requirements of being creative teachers when it comes to adopting creativity. When students who previously learned less effectively through online platforms are switching to face-to-face learning, which requires them to understand the subject matter well, teachers who lack creativity can make students more passive and difficult to understand learning in the classroom. From the study above, the researcher can conclude that both studies examine English teachers' creativity in junior high school, focusing on pandemics and transition phases. They highlight challenges in distance learning and lack of creativity during online to face-to-face learning, emphasizing the need for technology skill development.

The third cluster is in the field of English teachers' creativity using media. The study by Fitria (2022) discusses the use of Canva as media for ELT to develop creativity for informatics students and its used qualitative method, then finding that the study demonstrates that educators can use Canva to create English materials for job vacancies, cover letters, CVs, and resumes. Canva is suitable for learning basic competencies of functional texts, and can be used to edit existing texts and add desired words. It is suitable for Informatics students to learn simple, creative, and innovative graphic designs. Moreover, Meliliala et al., (2021) discuss an analysis of English teachers' creativity in media-based learning and its used qualitative method, the study found that English teachers use various teaching-learning media, including audio, visual, and audiovisual, to facilitate student learning. However, some teachers struggle with optimal use of these media, such as using PowerPoint improperly. The researchers recommend teachers to explore creative, innovative, and fun learning methods, while also encouraging active student participation in online learning. The last is study by Kariadi et al., (2021) discuss about planning and developing creativity through media based learning, its used qualitative method and the study

found that teachers' creativity in planning and implementing multimedia in ESL classes was evident through well-organized lessons and the use of various media, with audio and visual being the most commonly used. From the study above, the researcher can conclude that it emphasizes the significance of teacher creativity in enhancing English language learning through the use of learning media, suggesting innovative methods and training in media-based learning analysis and planning.

The fourth cluster is in the field of English teachers' creativity in 2013 curriculum by Ruzaini & Fitria (2021) discuss teachers' creativity in implementing 2013 curriculum through discovery learning model, its used quantitative method, and the result obtaining 72.59% quantitative data. The study analyzed teachers' creativity in implementing the 2013 English curriculum through the discovery learning model at SMP Negeri 3 Bantan, resulting in a grade range of 56%-75%. Factors supporting this implementation include teacher readiness, facilities, and student input. From the study above, the researcher can conclude that this research provides insight into teacher creativity in implementing the 2013 curriculum, especially through the discovery learning model at SMP Negeri 3 Bantan. The research results show that the majority of teachers show a fairly high level of creativity in applying the curriculum. The implications of this research emphasize the need to support teacher readiness, adequate facilities, and active student participation in ensuring effectiveness and creativity in the learning process.

The fifth cluster is in the field of English teachers' creativity in some skills. The study by Setiawan et al., (2019) discusses teachers' creativity in teaching speaking performance, its used qualitative method. The study reveals that creative teachers use various media, strategies, lesson plans, and organization to enhance students' speaking performance. These factors include PowerPoint presentations, attention-grabbing images, online exercises, and engaging games, ultimately improving students' speaking skills. Meanwhile, the study by Triningsih & Ghozali (2018)

discusses teachers' creativity in developing speaking skills and using qualitative methods. The results show that teachers' creativity was utilized in encouraging students, questioning, praising, using learning materials, developing activities, and using technology, as well as providing positive feedback, understanding mistakes, and asking clear questions. The last study by Susanti (2023) discusses teachers' creativity in teaching reading comprehension, its used qualitative method. The result indicates that teachers' creativity in reading comprehension learning is not optimally utilized due to inadequate use of learning media, insufficient creative teaching strategies, and inadequate critical comprehension questions. Factors influencing creativity include school facilities, teacher conditions, limited teaching time, and student conditions. From the study above, the researcher can conclude that teacher creativity in teaching language skills, including speaking and reading, is crucial, influenced by media use, creative strategies, and constructive feedback, and external factors like school facilities and time constraints.

The sixth cluster is about English teachers' challenges in teaching English. The study by Novtian & Yavani (2023) discuss about English teacher challenges in applying learning model in *Merdeka Belajar* curriculum, its used qualitative method and the result show that the researcher discovered English teachers at *Sekolah Penggerak* and non-*Sekolah Penggerak* junior high schools face challenges in the learning process, including student conditions, differentiated instruction, and foreign language position. From the study above, the researcher can conclude that it provides insight into the various challenges faced by English teachers, especially in the context of implementing the learning model in the *Merdeka* curriculum. The challenges identified, such as diverse student conditions, differences in teaching methods, and the status of English as a foreign language, reflect the complexity in the context of English education in Indonesia. The implications of these

findings include the need for effective strategies and support to help teachers overcome these challenges to increase the effectiveness of English language learning.

The seventh cluster is about English teachers' strategies in teaching using *Merdeka* curriculum. The study conducted by Ayuningtyas (2023) discusses strategies used by teachers in teaching speaking in *Merdeka* curriculum. It used a qualitative method and results show that English language teachers use two strategies to teach in a group setting: active learning and passive learning. The challenges faced by English language teachers include students' difficulty, lack of confidence, difficulty in participation, and lack of English language proficiency. Meanwhile, the study by Abdulloh & Abdul (2023) discusses teachers' strategies in teaching contextual English. It used a qualitative method and the result indicates that teachers employ contextual English teaching strategies like Problem-Based Learning (CTL), which engage students in active classroom participation. From the study above, the researcher can conclude that this cluster highlights the strategies that English teachers use in teaching, especially in the context of the *Merdeka* curriculum. Teachers use various strategies, both active and passive, to improve speaking and learning. The use of Problem Based Learning (CTL) as a contextual English learning strategy provides students with the opportunity to participate actively and deeply in the learning process. The implications of these findings include the importance of developing strategies that are appropriate to student needs and learning contexts to achieve the goals of the *Merdeka* curriculum.

Previous research explored various aspects of English teacher creativity at the secondary school level, forming seven clusters that focused on a number of key issues. In the first cluster, research indicates a gap between teachers' perceptions and practices of creativity in high school, suggesting the need for professional development programs. The second cluster highlights the challenges and strategies of English teachers

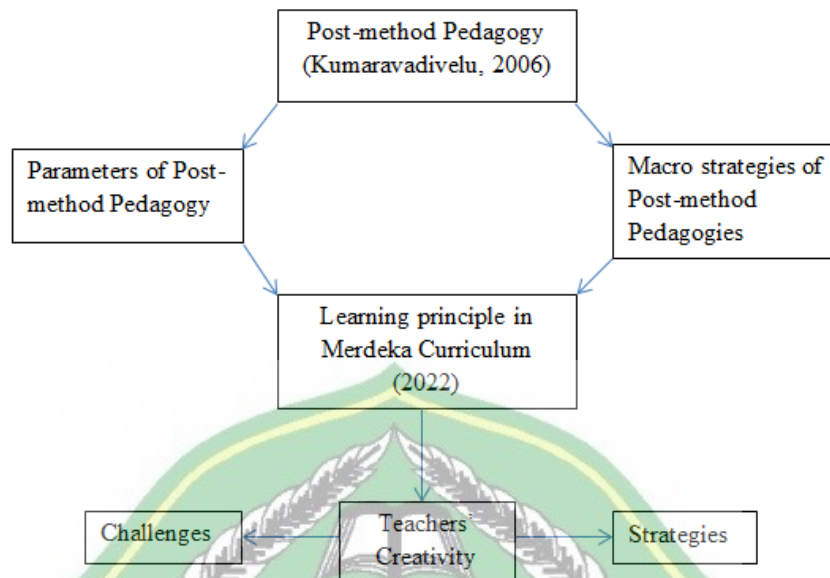
in junior high schools during the pandemic and the transition phase, offering insight into teachers' adaptation in facing learning changes. Meanwhile, the third cluster emphasizes the need to explore creative and innovative learning methods, especially in the use of learning media. The fourth cluster focuses on teacher creativity in responding to the 2013 Curriculum, providing insight into the role of teachers in the context of the previous curriculum. The fifth cluster highlights the importance of teacher creativity in developing students' speaking and reading skills, recognizing the influence of media and creative strategies. The sixth cluster discusses the challenges of English teachers in junior high schools, including the complexity of students' conditions and the status of English as a foreign language. Finally, the seventh cluster focuses on teachers' strategies in teaching with the Independent curriculum, identifying variations in active and passive strategies used by teachers. The current study, "Exploring Junior High School English Teachers' Creativity in *Merdeka* Curriculum: Challenges and Strategies," position itself within this framework, exploring in depth the creative challenges and strategies of junior high school English teachers with a particular emphasis on the *Merdeka* curriculum, making a significant contribution to understanding and development of future teaching practices.

1.9 Frame of Thought

Below figure is the frame of thought or framework for this research. The figure consists of post-method pedagogy theory that related to three parameters of post-method pedagogy, and ten macro-strategies of post-method pedagogy. Moreover, *Merdeka* curriculum theory that related to five learning principle also teacher's creativity indicators from many references such as book and journal, and also challenges and strategies. For clear understanding see the frame of thought of this research below:

Figure 1.1

Frame of thought



1.10 Research Method

Research method describes as a method for systematically tackling the research problem through logical processes. Methodology aids in understanding not only the findings of scientific research, but also the technique itself (Patel & Patel, 2019). Furthermore, a methodology is a set of precise procedures or techniques used to find, select, process, and analyze information regarding a certain issue. It is a thorough theoretical evaluation of the methods utilized in a certain sector of research. It entails a theoretical assessment of the corpus of methods and principles associated with a specific subject of knowledge (Aydinli, et al., 2014).

1.10.1 Research Design and Steps of the Research

This study is designed as a Qualitative Approach. Flick and Morse (2022) states that specific information is typically sought after by descriptive qualitative, including opinions, experiences, and validation of predicted or anticipated replies. Since descriptive qualitative research approaches aim to provide data that make meaning outside of their

immediate context, they result in many types of conceptualization (Flick and Tarrozi, 2022). Moreover, this research uses case study and literature review. A literature review conducted for answering the first research question which is to find out an in-depth look at the concept of teacher's creativity in the context of the *Merdeka* curriculum.

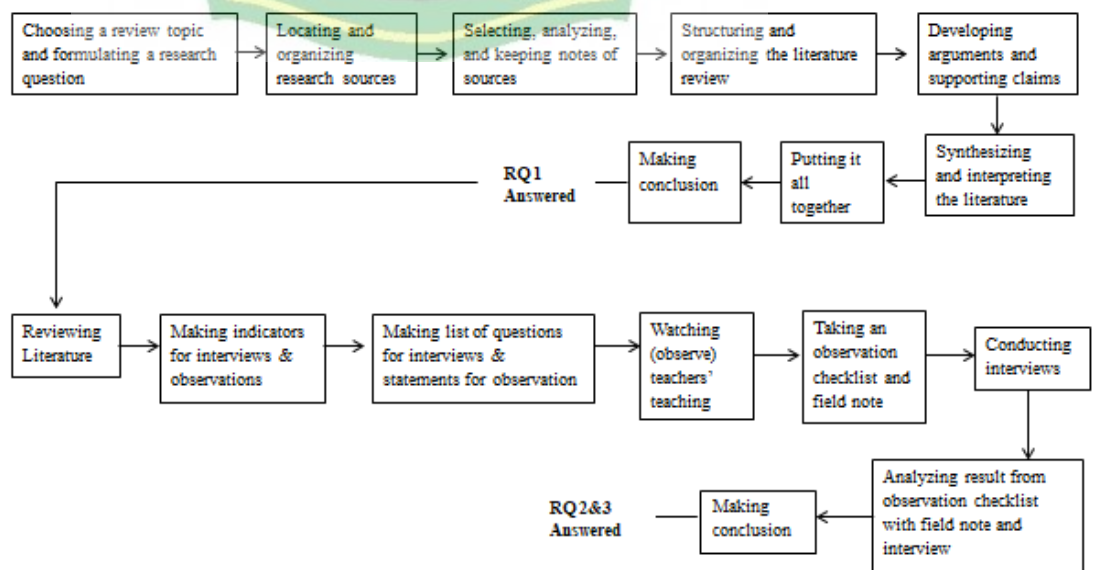
A case study is a research approach used to thoroughly analyze something by acquiring complete information through various data collection procedures (Merck, et al., 2021). While, Flick and Tight (2022) states that case study entails examining one specific case, or a series of instances; the case will be limited and complicated; it will be examined within its context; and the analysis will attempt to be comprehensive. Therefore, the researcher can conclude a case study is a strategy for researching and studying real events or phenomena about something that give clear analysis. The researcher used a case study by choosing 4 junior high school English teachers in Cirebon who have been implementing *Merdeka* curriculum as one of their curriculums. The reason that the researcher used a case study research design is because it includes phenomena that have already occurred, to find out the challenges teachers face in teaching English creatively in the *Merdeka* curriculum and teachers' strategies for teaching English creatively in the *Merdeka* curriculum.

There are two stages of this research, the literature review and the case study. The first stage is literature review for answering the first research question. These are the stages involved in doing the review that written in the paper of Nashruddin & Mustaqimah (2020); choosing a review topic and formulating a research question, locating and organizing research sources, selecting, analyzing, and keeping notes of sources, evaluating research articles, structuring and organizing the literature review, developing arguments and supporting claims, synthesizing and interpreting the literature, and putting it all together. Moreover, in terms of analysis which functions as a part of exploration

can be done through comparing and contrasting (Lian, 2020) with other aspects. Therefore, in this context of researcher the researcher try to compare and contrast 5 learning principle in *Merdeka* curriculum with the theory that underlies this analysis is using post-method pedagogy by Kumaravadivelu (2006) to find out an in-depth look at the concept of teacher's creativity in the context of the *Merdeka* curriculum.

The second stage is case study. Case study in this research related to the second and third research question of this research. Phondej et al. (2010) states the seven phases of a case study approach are as follows: (1) Research paradigm and methodology justification; (2) Case study method justification; (3) Criteria for determining the quality of case study design (4) Designing the case study, (5) Criteria for selecting a case design, (6) Data collection, (7) Case study analysis. Therefore, this research did the same like theory above, for the clear understanding the researcher have make mind map of this research's step to answer the first question, second question, and third question and can be seen in below:

Figure 1.2
Frame of step research



1.10.2 Sources and Types of Data

The information or facts in the data are those that are used to discuss or decide on a research question's response. The participants from which data can be gathered for the purpose of research are the study's source of data (Arikunto, 2013, p. 129).

1.10.2.1 Sources of Data

The data sources in this research are 4 English Teachers Grade 7/8 junior high school that have implemented the *Merdeka* curriculum in Cirebon. The researcher chose Grade 7/8 junior high school because only grades 7 & 8 have used *Merdeka* curriculum in junior high school in Cirebon. According to the information in the website of some junior high schools only grade 7 & 8 junior high school has used *Merdeka* curriculum while grades 9 are still using the 2013 curriculum.

The reason for conducting research in Cirebon is because Cirebon as a city with a traditional atmosphere provides a unique context for this research. It also because Cirebon can be a mirror for the dynamics of education in different urban areas, providing valuable insight into the challenges and potential that junior high school English teachers may face when teaching using the *Merdeka* curriculum. Things such as cultural diversity and strong local values as well as a rich historical heritage could possibly play a role as a way for teachers to be creative in the world of teaching at school.

1.10.2.2 Types of Data

Types of data of this research used primary data and secondary data. Below is the description in detail:

1.10.2.2.1 Primary Data

Primary data sources can offer the details, evidence, and descriptions of the desired event for research. The primary sources for deep qualitative research are words and actions,

while the remaining data comes from additional sources like documents and other sources (Moleong, 2015). This part divides the data types into verbal and physical acts, written data sources, and visual documentation. The primary data source is the acts and words of those who were seen or interviewed. The primary data source is documented using written notes, video or audio tapes, photographs, or films (Moleong, 2015, p. 157).

In addition, recording of primary data sources via observations with observation checklists, field notes, and interviews are also important, such as a mix of listening, seeing, and asking leads to participation. Therefore, the primary sources of data in this research are:

For stage 1: Literature related to the research question number one namely Kumaravadivelu (2006), Ministry of Education, Culture, Research and Technology (2020), Bisset (2005) and Cremin (2009)

For stage 2: Interview with four English teachers who have been implementing *Merdeka* curriculum in teaching English in two junior high schools in Cirebon.

1.10.2.2.2 Secondary Data

Secondary data has two distinct meanings. First, the data has undergone additional processing, such as being transformed into tables and graphs. Second, information obtained from sources other than the researchers themselves—such as other organizations or individuals—is not considered to be their information (Irwin, 2013). Thorne (2013) argued that secondary data sources are data sources that do not directly see objects or events but can provide information and description of the object or event. This research's secondary sources are:

For stage 1: Supported literature to enrich the discussion of concept post-method pedagogy, *Merdeka* curriculum, and creativity.

For stage 2: Observations, with checklists and field notes in the English teaching process.

1.10.3 Data Collection Technique and Instrument

The sources of the data in this research were collected through observations with observation checklists combine with field note and interviews.

1.10.3.1 Observation

Fortune (2000) describe qualitative observation is a technique of observation conducted by the researcher in a natural setting.

The purpose of phenomenon is to explore and generate something and the participants or subject in qualitative research. The observation checklist can be used to facilitate useful observation in a variety of ways (Fortune, 2000). Based on that theory, in this study the researcher observed teachers' strategies for teaching English creatively using the *Merdeka* curriculum in the classroom for 7/8th grade through observation checklist as a tool.

The researcher uses the observation form for observing teachers' creative strategies who have applied the *Merdeka* curriculum in teaching English in the class 7/8th grade. In this instance, the researcher investigates each activity that occurred in the classroom during the teaching-learning process by using an observation checklist on paper and combining it with field notes by Lodico (2010). The researcher watches the teacher during teaching and learning. In other words, during the observation phase, the researcher observes the teacher as they teach their students using a variety of creative teaching strategies and taking a note such as the steps from his strategies and so on. The 4 teachers of 7/8th grade junior high school in Cirebon were selected for observation. This observation

and observation checklist are used first to know the real activity related to his creative teaching strategy in teaching English using *Merdeka* curriculum, before being asked further questions via interview. See Appendix 2 for the observation sheet format.

1.10.3.2 Interviews

The researcher chooses to collect data through interviews. In qualitative research, interviews are commonly used as a data collection tool. They are commonly used as a research strategy to collect clear information about participants' experiences, opinions, and beliefs about a particular research question or phenomenon of interest (Charmaz & Belgrave, 2012). One-on-one interviews are the most often utilized data collection method in qualitative research.

As a result, because this is a qualitative study, the researcher uses interviews as an instrument. It can be claimed that one-on-one interviews are the most commonly used data collection in qualitative research (Sandelowski, 2002). Therefore, the researcher chooses the interview as an instrument because this research is qualitative research and so that the result gets clear information for answering the first, second and third of research questions.

In this case, the interviewer employs a prepared question that was designed to draw specific data. The purpose of the interview is to acquire specific information in response to an unexpectedly interesting or significant response to the pre-planned questions. Interviews conducted with 4 English teachers of 7/8th grade in Cirebon who have applied *Merdeka* curriculum in teaching English in the class. The objective is to determine teachers when developing and utilizing his creative teaching strategies and to gather insights and his practices related to the *Merdeka* curriculum's implementation in English education. Lastly, the instrument in the form of an interview already has proof of content validity, for proof see table 2.1 & 2.2 and see Appendix 1 for the interview protocol form.

1.10.4 Data Analysis Techniques

The data analysis in qualitative research has characteristics, they are:

1. Natural setting
2. Disclosure of meaning from the point of view of research subjects
3. Holistic
4. The researcher is the main instrument to disclose the meaning related to the value and context
5. Natural relationships between researchers and informants are used to express qualitative data.
6. Using purposive sampling
7. Data analysis is conducted inductively
8. Directing the preparation of theory from field data (Firman, 2015).

Stage 1 Analysis creativity using the theory from Kumaravadivelu (2006) and learning principle of *Merdeka* curriculum (2020). The first, researchers looked for and explored the theories of post-method pedagogy.

The second explored *Merdeka* curriculum theory, then compared and contrasted the two theories, then also matched or connected them with the theory of teachers' creativity. See table 2.1 & 2.2.

Stage 2 for the second and third research question, the researcher describes the result from the observation and interviews as follow:

In interviews with 4 junior high school teachers, they were recorded using cell phone voice recordings, and transcribed using a transcription model that removes filler words and irrelevant repetitions from the transcription, but still maintains the substance of what was said by the respondent, this research also use thematic analysis. Meanwhile, the observation checklist used in this research was adapted from Lodico's field notes, 2010. So besides checklist observation, this research is also use notes. For more explanation:

- 1) **Data Reduction**, the researcher collected a variety of data during the process. As a result, it is necessary to reduce the amount of data by sorting, focusing, discarding, and organizing the data, then choosing the relevant data that are relevant to the research. Reducing data entails summarizing, selecting the key elements, concentrating on what matters, searching for themes and patterns, and eliminating irrelevant information. During this

phase, the investigator chooses, concentrates, streamlines, summarizes, and converts unprocessed data into written documents. The objective is to gather information that will serve as the study's main emphasis (Sari & Asmendri, 2020). To summarize, the researcher reduces from the whole data collected and so that will get the more suitable data that would be analyzed. Simply, this research used data reduction as data analysis techniques to enhance the manageability, focus, depth of analysis, precision, and communicative power of these research findings.

- 2) **Data Display**, data display serves to describe the next plan of action that the researcher should do. Data may be shown in several ways, such as charts, relationships between categories, and succinct descriptions. The researcher attempts to gather pertinent data in this stage so that it may be interpreted and concluded upon. Data may be shown, and connections between phenomena can be drawn to understand what actually occurred and what has to be investigated further in order to meet the goals of the research. The research's accomplishments are presented through the use of narrative description in the data display (Maulida, 2023). In summary, the researcher displays data in the form of a description. The reason why data displays are used is to enhance the impact and clarity of qualitative findings, making them more meaningful and engaging for diverse readers.
- 3) **Drawing Conclusion**, the preliminary findings that were previously presented are still provisional and remain unchanged in the event that significant evidence is not obtained to justify the data gathering stage. As a result, verification is necessary in order to get data validity. Verification is the process by which the researcher confirms and rechecks the validity of the data in order to reach a conclusion. After reviewing all of the data, reducing the data, and presenting the facts to address the research's current issue, the researcher did the withdrawal and verification (Maulida, 2023). The researcher made the conclusion about the concept of teacher's creativity in the context of the *Merdeka* curriculum, the teachers' challenges in teaching English creatively in the *Merdeka* curriculum, and

the teachers' strategies for teaching English creatively in the *Merdeka* curriculum. The reason why this research uses drawing conclusions is because it enhances the credibility of this research, and facilitates communication of findings to various readers.

1.10.5 Triangulation

Flick (2022) states that “triangulation is a design issue relevant for several steps of the research process.” Combining various data kinds against the theoretical frameworks that are applied to the area and the data also is known as triangulation (Flick, 2022). In other words, it means triangulation is about a way to validate research findings by using multiple data to make them trustworthy.

This research uses triangulation with three data collection techniques. As written above, this study uses observations with observation checklists combine with field note adapted by Lodico (2010) and interviews with 4 teachers. This research uses Triangulation to enhance credibility, validity, and the overall rigor of a study and so that this research will give a more comprehensive understanding of the research question by considering multiple perceptions and data sources as mentioned above.

1.10.6 Research Timeline

A timeline for the research is created by the researcher to give a target time for the activities that must be accomplished so that the research can be finished within the allowed period. The following are the research timelines that the researcher has created:

Table 1.1

Research timeline

No	Target	Timeline																			
		Jan				Feb				March				April				May			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Instrument development																				
2.	Data collection first school: Observation and Interview																				
3.	Data collection second school: Observation and Interview																				
4.	Qualitative Data analysis: Observation and Interview																				
6.	Findings and Discussions																				
7.	Revisions & Finishing																				