CHAPTER I

INTRODUCTION

This chapter outlines the foundational elements of the study, including the background context, identification of the issue, focus of the inquiry, research questions, objectives, significance, theoretical framework, prior studies, conceptual framework, and methodology employed.

1.1 Background of the Research

The Indonesian government has been implementing Merdeka Curriculum, a new national education curriculum, since 2020. The curriculum aims to produce students who are more independent, creative, innovative and critical thinkers. The focus is on cultivating essential interpersonal abilities, including problem-solving, communication, and collaboration, in addition to the conventional emphasis on academic knowledge. The Merdeka Curriculum stands out from earlier curricula by providing enhanced flexibility, enabling educators to tailor their teaching methods to accommodate the varied needs of students. The design aims to enhance academic performance while also emphasising character development and vital life skills.

The new curriculum, often perceived as hastily implemented, should be viewed through a constructive lens regarding this policy. Mulyasa (2021) indicates that this curriculum policy necessitates self-reflection to address educational challenges in alignment with the institution's needs. Furthermore, an examination of the fundamental distinctions between the new curriculum and its predecessor, particularly the 2013 curriculum, reveals notable differences in their mandates and structural frameworks. The 2013 curriculum emphasises a science-based methodology, whereas the Merdeka curriculum focusses on a project-based learning framework. This aligns with the perspective presented by Sapitri (2022), who argues that each curriculum is based on a framework aimed at fostering noble character development. In this case, the growth of character is evident as students

learn from their experiences. The implementation of this learning is enhanced through the integration of project-based learning as specified in the Merdeka curriculum mandate.

English holds significant importance within the Merdeka Curriculum, recognised as a crucial instrument for facilitating global communication and fostering economic growth. In this context, senior high schools in Indonesia hold significant importance, serving as the concluding phase of secondary education and equipping students for both higher education and the workforce.

The Merdeka Curriculum, within the framework of English education, advocates for diverse teaching strategies aimed at fostering active learning and enhancing student engagement. The strategies encompass student-centred learning, which enables students to engage actively in their education, promoting independence and enhancing critical thinking skills. The integration of technology in the classroom is emphasised to enhance the learning experience and broaden access to educational resources. Project-based learning engages students in real-world projects that necessitate collaboration and research, serving as a crucial element. The curriculum highlights the importance of cultivating students' analytical skills and problem-solving capabilities via stimulating and demanding activities. Formative assessment methods play a crucial role, facilitating ongoing evaluation of student progress and delivering prompt feedback for enhancement.

The execution of the Merdeka Curriculum poses various obstacles. English educators encountered considerable challenges in modifying their instructional approaches to align with the revised curriculum. The Merdeka Curriculum focusses on student-centred learning, critical thinking, and problem-solving, which can pose challenges when integrating these elements into conventional teaching methods. Furthermore, the curriculum emphasises technology and project-based learning, necessitating that educators cultivate new skills and adjust to innovative teaching tools.

The Merdeka Curriculum has been met with numerous obstacles during its implementation in senior secondary institutions. The challenges encompass

insufficient teacher training, limited resources, and opposition to change. A study conducted by Aditomo and Felicia (2018) revealed that the education system in Indonesia continues to face challenges, including a shortage of teachers, insufficient infrastructure, and restricted access to educational resources. A recent investigation

The research carried out by Listiawati and Arsendy (2022) emphasised the challenges encountered by educators in executing the Merdeka Curriculum, particularly regarding the availability of teaching materials in a language comprehensible to students. Given these challenges, the Merdeka Curriculum has been acknowledged for its ability to improve learning outcomes and raise the standard of education in Indonesia. The focus on approaches that prioritise the learner, along with analytical reasoning and strategies aimed at finding solutions, is regarded as essential for fostering significant learning experiences and enhancing student involvement. The curriculum's focus on technology and project-based learning is set to equip students with vital skills necessary for navigating the complexities of the 21st century, equipping them with essential skills for success in an ever-evolving environment.

Investigating the methods utilised by English educators in implementing the Merdeka Curriculum is of great significance. This study provides valuable insights for those in leadership positions and decision-making roles, informing their choices and professional development efforts aimed at improving curriculum implementation. Understanding the challenges faced by educators can lead to better support systems and resources, ultimately enhancing student learning outcomes and preparing them to address future challenges. This study's findings can contribute to the worldwide dialogue on innovative teaching strategies and curriculum reform, offering insights that reach beyond Indonesia's context.

Based on the case study above, researcher want to know the strategies of English teachers in Merdeka curriculum. So, the title of the research is "The Strategies of English Teachers in Merdeka Curriculum at Senior High Schools."

1.2 Identification of The Issues

Considering the background of the study, the expedited Merdeka curriculum necessitates that educators develop learning strategies that align with the new curriculum requirements. The Merdeka curriculum provides increased flexibility, enabling educators to tailor their teaching methods to accommodate the diverse needs of students. Consequently, there is an interest in understanding the strategies employed by English teachers within the Merdeka curriculum. This study aims to concentrate on the strategies utilised in the Merdeka curriculum at the high school level.

1.3 Delimitations and Focus of The Study

This research only focusses on the strategies used by English teachers in Merdeka curriculum. The researcher chose the 8th grade of SMAN 2 Cirebon and Almizan Majalengka Islamic High School for this study. The researcher in this study concentrated on two things. First, what strategies are used by teachers in Merdeka curriculum. Second, the teacher's views in Merdeka curriculum. To find out the strategies used and the views of teachers in Merdeka curriculum, researchers will interview English teachers. The results of the interview answers will then be scrutinised.

1.4 Research Questions

Based on the delimitation and focus of the study, there are two problems that can be formulated in this study.

1. What are the strategies of english teachers in Merdeka currciculum at senior high schools ?

2. What are the views of english teachers in implementing Merdeka curriculum at senior high schools?

1.5 Aims of The Research

In relation to the formulation of the problems from the previous section, this study has two aims.

1. To explain the Strategies of English Teachers in Merdeka Curriculum at Senior High Schools.
2. To explain the views of English teachers in Implementing Merdeka Curriculum at Senior High Schools.

1.6 Significance of the Research

In accomplishing studies, there need to be beneficial facts for others. Consequently, there are few significances to this study, as follows;

1. Theoretically Significances

    This study gives enter expertise or a frame of mind. Also it provides strategies for English teachers in Merdeka curriculum at senior high schools. Thus, the findings of this study can serve as a reference and alternative source for developing strategies for English teachers in Merdeka curriculum at senior high schools in the future.

2. Practically Significances

    This research provides input knowledge or a frame of mind. Also it presents strategies of English teachers in Merdeka curriculum at senior high schools. Thus, the findings of this study can serve as a reference and alternative source for developing in the future.

    a. Teachers

    The practical significance for teachers; the findings of this study will guide them to choose strategies to learn English that apply the Merdeka curriculum. Its brings new views or perceptions for teachers dealing with the Merdeka curriculum.

    b. The Future Material Developers

    The practical significance for Material Developers in the future is research findings that are expected to provide a basic framework or resource for those interested in innovating new strategies in the Merdeka curriculum.

1.7 Theoretical Foundation

In this section, the researcher presents related literature in English teachers' strategies in merdeka curriculum, and a review of relevant previos studies.

1.7.1 Merdeka Curriculum

1. Definition of Merdeka Curriculum

In mid-2022, the Ministry of Education and Culture (MoEC) issued Decree No. 56/M/2022, which provides guidelines for the implementation of the curriculum aimed at revitalising the learning process. This decree highlights three suggested curriculum approaches: the comprehensive version of the 2013 curriculum, the simplified 2013 curriculum, and the independent curriculum, which acts as an alternative learning option offered by the Ministry of Education, Culture, Research, and Technology (MoEC). Additionally, this Ministerial Decree outlines the guidelines and regulations for implementing the independent curriculum at different educational stages, encompassing Early Childhood Education (PAUD), Basic Education (SD/equivalent), and Secondary Education (SLTP/equivalent and SLTA/equivalent). (Kemdikbud 2022).

The guiding principles of the Merdeka Curriculum, outlined in the Ministry of Education and Culture's Strategic Plan for 2020-2024 (Permendikbud Number 22 of 2020), form the basis for various educational initiatives (Rusli Baharuddin, 2021). The Minister of Education and Culture has stated that Merdeka Belajar facilitates a paradigm shift, particularly in terms of curriculum and education. Permendikbud Number 22 of 2020, a document supporting this initiative, states that "the curriculum created by Merdeka Belajar Policy will be flexible, competency-based, focused on character development and soft skills, and adaptable to world needs."

The Merdeka Curriculum offers a comprehensive strategy for intracurricular learning, guaranteeing that the content is refined to give learners significant chances to explore concepts and improve their skills. Educators possess the autonomy to select diverse instructional resources, enabling them to customise learning experiences to address the distinct needs and interests of their students. Programs aimed at enhancing the Pancasila learner profile focus on particular themes established by the government. The project does not prioritise specific learning outcome targets, and as such, it is not linked to subject content (Kemendikbudristekdikti, 2022).

Merdeka Belajar is the latest concept that wants to be tread carefully to direct the conversation objectively. The idea of Merdeka Belajar is the latest phenomenon that is most effective for now. Najelaa Shihab sparked this era in 2017, in the ebook part of her book entitled "Merdeka Belajar di Ruang Kelas". This ebook turned into much more co-authored with the help of teachers who are members of the Learning Teacher Community founded by Najelaa Shihab in 2014. The idea of Merdeka Belajar refers to what Ki Hajar Dewantara hoped for in his idea of Taman Siswa in the 1920s. The Merdeka Curriculum, commonly known as Merdeka Belajar (Angga & Iskandar, 2022), is a program designed to empower educational institutions, teachers, and students to autonomously develop, create, and engage in learning (Daga, 2021).

The National Education Standards Agency (BSNP) states that Independent Learning is a method that allows students to select subjects that pique their interest. The objective is for each student to harness their potential and make the most significant contributions to the Indonesian nation. During his address for National Teacher's Day (Directorate General of Education and Education Personnel, 2019), Minister of Education and Culture, Nadiem Makarim emphasised that educators must first embody the principle of freedom of thought before imparting

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it to their students. The execution of independent learning, as observed in the field, indicates that it has not been completely realised owing to several challenges. All educational tiers, ranging from foundational to advanced studies, strive to adapt their curricula to ensure the ongoing attainment of national educational objectives (Manik et al., 2022). The Merdeka Curriculum highlights the importance of adaptability, consciousness, and competencies. The foundational philosophy of this curriculum encompasses humanism, progressivism, and constructivism, striving to foster a learning environment that is more relevant, interactive, and honours the individuality and potential of each student (Noer, R.Z., et al., 2023).

The independent curriculum possesses key features aimed at facilitating the recovery of learning post-pandemic (Kemendikbudristek, 2021). These initiatives encompass project-based learning designed to cultivate soft skills and character development, incorporating values such as faith, piety, noble character, cooperation, global diversity, independence, critical thinking, and creativity. Secondly, concentrating on core materials is anticipated to allow ample time for a comprehensive grasp of foundational skills, such as literacy and numeracy.

Ultimately, educators possess the autonomy to instruct at the appropriate level and adapt the context and local content as needed.

2. Objectives and Basic Principles of Merdeka Curriculum

The Merdeka Curriculum, often referred to as the Independent Curriculum, represents a major educational reform in Indonesia aimed at enhancing the quality of education and equipping students to tackle the challenges of the 21st century. Its primary goals and foundational principles focus on cultivating students' competencies, particularly the 4C skills: critical thinking, creativity, collaboration, and communication, while also fostering a student profile that embodies the values of Pancasila.

The main objectives of the Merdeka Curriculum include:

1. Developing 4C Skills:This curriculum prioritizes the enhancement of critical thinking, creativity, collaboration, and communication skills to equip students for the challenges of the 21st century (Utari & Muadin, 2023; Affandi et al., 2023; Faradiba & Perdana, 2024).

2. Pancasila Student Profile: This curriculum aims to nurture students with values such as piety, independence, cooperation, and global outlook, as outlined in the tenets of the Pancasila principles (Sukarni, 2023; Sopiah et al., 2023).

3. Student-Centered Learning: The learning process is designed to be student-centered, focusing on meaningful and engaging experiences that meet individual needs and abilities (Utari & Muadin, 2023; Affandi et al., 2023; Sukarni, 2023).

The basic principles of an Merdeka curriculum incude:

1. Differentiated teaching: Teachers are encouraged to use a variety of methods and materials to meet diverse learning needs and styles (Affandi et al., 2023; Sukarni, 2023).

2. Diagnostic Assessments: Regular assessments are used to monitor student progress and identify areas for improvement (Affandi et al., 2023; Nasution & Kunci, 2023).

3. Product-Oriented Learning: The curriculum emphasizes the development of practical skills and products that reflect students' understanding and application of knowledge (Affandi et al., 2023; Sukarni, 2023).

4. Interdisciplinary Learning: Subjects are integrated to promote a holistic understanding of concepts and real-world applications (Sukarni, 2023; Sopiah et al., 2023).

5. Technology Integration: The curriculum encourages the effective use of technology to enhance learning and facilitate communication (Ariga, 2023; Sopiah et al., 2023).

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3. Differences between Merdeka Curriculum and 2013 Curriculum

The 2013 curriculum paradigm will be adopted through government education policy and initiatives aimed at improving the 2006 curriculum (Sapitri, 2022). The 2013 curriculum aims to equip students with a well-rounded distribution of cognitive, affective, and psychomotor elements, resulting in an evaluation that encompasses these dimensions, specifically cognitive, affective, and psychomotor assessment (Fatonah et al., 2013). The integration of planning, teaching, learning, and evaluation is essential in the implementation of the 2013 curriculum (Thoyibah et al., 2019). The evaluation procedure is designed to assess the outcomes of the teaching and learning process as well as student achievement, in accordance with the 2013 curriculum. The 2013 curriculum emphasises the latest pedagogical elements in scientific-based learning activities. The 2013 curriculum outlines that learning activities serve as the educational process enabling students to uncover their potential skills (Fujiati et al., 2020). The 2013 curriculum aims to cultivate in students the necessary attitudes, knowledge, and skills to make meaningful contributions to society, the nation, and the country.

The 2013 curriculum has the characteristics of a learning mindset that is different from the previous curriculum. The 2013 curriculum has a learning mindset, including student-centered, learning that is organized is interactive, learning is carried out in a network (students can gain knowledge from anyone and from anywhere that can be contacted and obtained via the internet), learning patterns make students actively seek, team-based learning (groups), multimedia tool-based learning, learning patterns strengthen the development of the special potential of each student, learning patterns that are taught contain multiple knowledge (multidisciplines), critical learning learning patterns, learning process patterns in the 2013 Curriculum and emphasizing language skills as a

communication tools, carriers of knowledge and think logically, systematically, and creatively.

The distinctions between the Merdeka Curriculum and the 2013 Curriculum, as well as earlier curricula, can be observed in various aspects, including objectives, approaches, competencies, and assessments. The 2013 Curriculum aims to cultivate students' knowledge, understanding, skills, values, attitudes, and interests, enabling them to engage with resources effectively (Pratycia et al., 2023). In contrast, the Merdeka Curriculum seeks to promote learning that aligns with students' abilities and offers greater opportunities for character development and foundational competencies (Pratycia et al., 2023; Dewi Mawardini & Sajjad, 2023). Regarding the approach, the 2013 Curriculum focuses on theory and technique-based learning, whereas the Merdeka Curriculum allows students the freedom to explore their musical expression (Purhanudin, Harwanto, & Rasimin, 2023). Additionally, the Merdeka Curriculum fosters an enjoyable educational experience, accelerates learning, and grants autonomy to all participants in the teaching and learning process (Dewi Mawardini & Sajjad, 2023).

In the competency aspect, the 2013 Curriculum requires students to be creative, solve problems, and be active and more innovative. Meanwhile, the Merdeka Curriculum has several objectives including creating fun education, catching up with learning, and providing freedom to all parties involved in the teaching and learning process (Dewi Mawardini & Sajjad, 2023). Assessment in the 2013 Curriculum is not only from the academic aspect, but teachers can assess, for example, from the religious and politeness aspects. Meanwhile, the Merdeka Curriculum provides freedom for teachers to assess students from various aspects, including religious and politeness aspects (Dewi Mawardini & Sajjad, 2023).

1.7.2 Models, Approaches, Strategies, Methods, Technique In Learning

Model	Approach	Strategy	Method	Technique
The learning model refers to the framework for the teaching and learning process, encompassing the approaches, methods, and techniques employed by the teacher in the classroom to ensure that students can effectively grasp the material being presented.	The learning approach is a way of looking at and seeing or understanding situations in learning. There are two types of approaches to learning, namely *teacher-centred approaches* and *student-centered approaches*.	Dick and Carey as quoted by Etin Solihatin (2013: 3) states that the learning strategy is a general component of a series of material and learning procedures that will be used together by the teacher and students during the learning process (Etin Solihatin, 2012: 3).	The learning method is the way for a teacher to deliver learning materials so that the goals and basic competencies of learning can be achieved.	Techniques are the specific activities outlined in a curriculum that align with a particular method, thereby ensuring consistency and harmony with the overall approach.
Models have a wider scope than	Approach is more appropriate to	According to Haidir and Salim (2011),	A method is defined as a comprehensiv	Learning techniques can be

approaches. strategies, methods, and techniques because to develop a learning model we must determine the approaches, strategies, methods, and techniques to be used.	mean a way of beginning something (how to start according to something).	the term "strategy" is often interpreted as a technique or method used to convey information to students, specifically regarding subject matter, in order to achieve defined learning objectives. Therefore, strategy encompasses a method, tactic, or technique for accomplishing a particular task.	e plan for the systematic presentation of a language course, grounded in a chosen approach.	understood as the means by which an individual applies a specific method.
A learning model is a conceptual	The learning approach is described as a	Aji and Budiyono (2018) define	The learning method refers to the efforts	Learning techniques are the

framework that outlines the procedures for organizing learning experiences to meet educational objectives. It acts as a guide for teachers in planning and executing learning activities (Adi, 2000, p. 45).	framework that teachers use to guide their instruction and facilitate student learning in order to achieve specific educational goals.	strategy as a comprehensive plan designed to achieve a specific aim. In the context of teaching, a strategy can also be seen as the overarching patterns of actions taken by both teachers and students during the implementation of teaching and learning activities to reach defined objectives.	made to put planned strategies into action through real activities, ensuring that the established goals are achieved optimally.	way the teacher conveys the material teaching materials that have been prepared (in the method) based on the approach adopted.
The learning model has four unique traits that other techniques and	According to Anthony, an approach is defined as a set of assumptions regarding the nature of	Irikawati (2017) defines a strategy as an overarching approach to implementing a concept,	The method is an operational step within the chosen learning strategy aimed at achieving	Learning techniques are the strategies or methods employed by teachers

procedures lack. including: (1) rational theory compiled by creators or developers (2) rationale for what and how students learn (learning objectives to be achieved); (3) the teaching behavior required for the model to be implemented successfully: (4) the learning environment required for the learning objectives to be achieved.	language, learning, and teaching (Brown, Douglas H., and Lee, Heekyeong, 2015).	encompassing planning and actions over a specific period. In the context of education, a strategy refers to a plan, technique, or set of activities aimed at achieving a particular educational goal.	learning objectives. Consequently, the learning resources utilized must be aligned with the type of strategy employed. The effectiveness of the method will reflect the functional strategy in the learning activities.	during teaching and learning activities to achieve optimal results.

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The learning model can be described as a representation of the learning environment that encompasses curriculum planning, course design, study unit organization, learning materials, textbooks, multimedia programs, workbooks, and support through computer programs (Samarowa, 2006, p. 48).	The learning approach can be understood as the starting point or perspective on the learning process. It represents a broad view of how learning occurs, accommodating, inspiring, strengthening, and underpinning specific learning methods within a particular theoretical framework.	Issac (2010) defines teaching strategies as the behaviors exhibited by teachers in the classroom, which include developing teaching strategies, providing appropriate stimuli for timely responses, practicing the material taught, and enhancing student engagement through additional activities, among other actions.	The method comes from the word method (English), meaning through, through, way, or way to get something.	Learning techniques are determined based on the method used, and the method is prepared based on the approach embraced.

Based on the five learning terms above, the researcher chose strategy, in accordance with the title of this research "THE STRATEGIES OF ENGLISH TEACHERS IN MERDEKA CURRICULUM", because according to the researcher the term "strategy" includes a broader and more comprehensive concept, which not only focuses on specific techniques or methods, but also involves strategic planning and decision-making in the long term. Theoretically, strategy includes various interrelated elements, including situation analysis, goal setting, selection of effective measures, and continuous evaluation, all of which are necessary to achieve the desired results.

In an academic context, strategy denotes a more structured and planned approach, designed to achieve specific goals in dynamic and complex conditions. This is different from "methods" or "techniques" which tend to be more operational and limited to specific steps without considering the big picture or long-term impact. Thus, the use of "strategy" in the thesis title emphasizes that the research conducted focuses not only on technical or procedural aspects, but also on broader planning and management, which are relevant in the context of scholarship and professional practice.

In addition, the use of the term "strategy" also reflects the importance of flexibility in the application of various approaches and methods to achieve the ultimate goal, according to the prevailing conditions. This provides room for deeper analysis and adaptive application, which are essential elements in scientific research and theory development. Therefore, the choice of the word "strategy" in the thesis title gives greater academic weight and reflects a more holistic approach in the study undertaken.

1. **Strategy**

   Teaching strategies are defined by a variety of experts. Irikawati (2017) defines a strategy as a comprehensive method for executing a concept, involving careful planning and action over a designated timeframe. In the realm of education, strategy is characterised as a systematic approach, method, or collection of actions aimed at achieving a specific educational

objective. Haidir and Salim (2011) suggest that the concept of strategy is frequently understood as a technique or method, functioning as a vehicle to communicate a message to students, particularly regarding the subject matter, to attain the specified learning objective. Consequently, the notion of strategy relates to the various methods, approaches, or techniques utilised to achieve a specific task. Aji & Budiyono (2018) articulate that a strategy is a comprehensive plan formulated to attain a particular goal. The strategy can be seen as overarching patterns of actions taken by educators and learners in the execution of teaching and learning activities aimed at achieving specified goals.

According to Irikawati (2017), learning is a process that involves acquiring knowledge or understanding concepts that are not yet fully comprehended. Learning occurs independently or collaboratively, similar to the dynamics of a classroom environment. The learning category might not encompass all modifications. Examples include physical changes, insanity, and similar phenomena. Teaching strategies involve a range of educational methods that can be characterised as a structured plan, technique, or sequence of actions designed to help students achieve specific goals. A teaching strategy delineates a systematic method that instructors utilise throughout the educational process to meet defined goals. In other words, instructional strategies refer to methods used to educate learners. A strategy must be established to align the techniques employed by the instructor with the way the content is delivered (Drs. H. Aswan, 2016). Additionally, Issac (2010) describes teaching strategies as the actions exhibited by educators in the classroom, including the development of instructional methods, providing suitable prompts for timely responses, reinforcing learnt behaviours, and enhancing engagement through supplementary activities, among others.

Based on the definitions provided, it was concluded that teaching strategies are learning procedures designed by educators to achieve learning objectives. The strategy should be executed in accordance with the employed

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methodology to ensure effective implementation. Educators may utilise targeted instructional strategies. When selecting a method of learning, an educator might utilise a technique that aligns with their approach, and this strategy could vary from that of another educator.

2. Types of Learning Strategy

A variety of instructional methods are employed in the process of language education. Zainiyati, (2010) categorises teaching strategies into five distinct types; (1) Direct instruction teaching strategy. This strategy offers straightforward planning and implementation benefits. Concurrently, its primary drawbacks lie in cultivating the necessary skills, processes, and mindsets essential for critical analysis, effective interpersonal interactions, and collaborative learning. Indirect instruction teaching strategy: Indirect learning strategies offer enhanced comprehension, the ability to generate alternatives, and effective problem-solving skills. Conversely, this learning strategy presents several drawbacks, including a prolonged duration, unpredictable outcomes, and it may not be appropriate for students who require rapid memorisation of material. Interactive teacher strategies highlighted the importance of discussion and sharing among students, creating opportunities for them to respond to ideas, experiences, approaches, and the knowledge of their peers and educators, thereby fostering alternative ways of thinking and feeling. (4) Experimental or empirical teaching strategies present several advantages, including heightened student participation and fostering a more critical mindset among learners. However, this approach also has its drawbacks, such as a focus on the process rather than outcomes, concerns regarding student safety, high expenses, and a lengthy implementation time. (5) Independent teaching strategy: The benefits of this learning strategy stem from students who are self-reliant and accountable. The drawbacks were that if the students' attitudes were not sufficiently developed, it became challenging to implement self-study effectively.

3. English Teacher's Planning Strategy

Merdeka Curriculum emphasizes a flexible and student-centered approach, which allows teachers to design lesson plans that suit students' needs and interests.

3.1 Analysis of Student Needs

    3.1.1   Identify Student Profile: Understanding student characteristics is essential for designing effective learning. This includes analyzing students' age, cultural background, interests and learning styles. According to Tomlinson (2021), understanding individual differences in learning helps teachers design learning experiences that are more suitable for each student.

    3.1.2   Define Learning Objectives: Learning objectives should be specific, measurable, and relevant to students' needs.

3.2 Curriculum Development

    3.2.1   Lesson Plan: This plan should include all the essential elements, such as topics to be taught, learning objectives, materials to be used, teaching methods, and ways of evaluation. It should be flexible to allow for adjustments according to classroom dynamics (Wiggins & McTighe, 2021).

    3.2.2   Skill Integration: Integrating listening, speaking, reading, and writing skills in each learning unit helps students understand language holistically. According to Nation & Newton (2021), these skills are interrelated and should be taught in an integrated manner to achieve better language acquisition.

3.3 Development of Teaching Tools

    3.3.1   Syllabus: The syllabus should include all the essential information about the course, including learning objectives, materials, and schedule. It serves as a guide for both students and teachers (Richards, 2021).

3.3.2 Lesson plan: The lesson plan should include activity steps, teaching methods, and assessment. A good lesson plan will help teachers stay focused and organised during the learning process (Sanjaya, 2022).

3.3.3 Teaching Materials: Relevant and engaging teaching materials are essential for maintaining student interest. This could include textbooks, articles, videos, and online resources that support learning (Baker, 2022).

3.4 Learning Methods and Strategies

3.4.1 Method Selection: Varied teaching methods can increase student engagement. For example, cooperative learning can encourage students to work together and learn from each other (Johnson & Johnson, 2021).

3.4.2 Learning Activities: Engaging activities, such as language games, role plays or debates, can make learning more fun and interactive. According to Harmer (2020), these activities can also help students apply language skills in real contexts.

3.5 Assessment Plan

3.5.1 Formative and Summative Assessment: Formative assessment occurs throughout the learning process to offer feedback to students, whereas summative assessment takes place at the conclusion of the unit to assess student achievement (Black & Wiliam, 2020).

3.5.2 Assessment Rubrics: A clear rubric helps students understand what is expected of them and how they will be assessed. It also makes it easier for teachers to provide constructive feedback (Andrade, 2021).

3.6 Reflection and Adjustment

3.6.1 Self-Reflection: After each learning session, teachers should take time to reflect on what worked and what needs

improvement. This can be done through a reflection journal or discussion with peers (Schön, 2020).

  3.6.2 Adjustments: Based on the results of reflection and student feedback, teachers should be prepared to make adjustments to teaching tools and teaching strategies. This ensures that learning remains relevant and effective (Guskey, 2021).

3.7 Use of Technology

  3.7.1 Technology Integration: Technology can be a very useful tool in language learning. The use of online learning platforms, language apps and visual aids can increase student engagement and facilitate more interactive learning (Baker, 2022).

4. English Teacher's Implementing Strategy

4.1 Contextual Learning

  Linking English materials to real situations that students face daily can increase the relevance and motivation of their learning. For example, integrating topics that match students' interests and experiences in learning materials (Pratiwi, 2023).

4.2 Using Digital of Technology

  Utilizing e-learning platforms such as Google Classroom or Moodle, as well as language learning applications such as Duolingo and Babbel, can provide interactive and varied materials. This is in line with the demands of the digital era and supports flexibility in the learning process (Masita, Volya, Arif, & Ulfiati, 2024).

4.3 Project-Based Learning

  Motivating students to participate in projects that necessitate the use of English fosters critical thinking, collaboration, and problem-solving abilities. This approach enables learners to utilise their understanding in a wider framework (Susanto, Hidayat, Rahayu, Nurbani, & Qorihah, 2023).

4.4 Differentiated Learning

Tailoring teaching methods to students' learning styles, interests and individual needs can improve learning effectiveness. Teachers can use a variety of approaches to ensure each student has an optimal learning experience (Barlian, Yuni, Ramadhanty, & Suhaeni, 2023).

4.5 Integration of Local Values and Culture

Incorporating content that reflects local culture and values in English materials can make learning more meaningful and help students understand the context of language use in their lives (Masita, Volya, Arif, & Ulfiati, 2024).

The implementation of these strategies requires improving teachers' competencies through continuous training and professional development, as well as adequate infrastructure support to support effective learning processes.

5. **English Teacher's Evaluating Strategy**

   5.1 Model Evaluation CIPP (Context, Input, Process, Product)

   This model is often used to evaluate the implementation of the Merdeka Curriculum. The evaluation focuses on the educational context (teacher and student readiness), input (resources and materials), process (learning implementation), and product (student learning outcomes). This evaluation helps teachers understand the effectiveness of the approaches they use and adjust strategies according to student needs (Aransyah et al., 2023; Nugraha, 2023).

   5.2 Use of Digital Platforms for Assessment

   In Merdeka Curriculum, teachers are encouraged to utilize digital technology such as the "Merdeka Mengajar" platform to conduct formative and summative assessments. This strategy allows for assessments that are more focused on student competencies and provides quick and personalized feedback (Nugraha, 2023).

   5.3 Differentiated Evaluation

Evaluation of learning outcomes in the Merdeka Curriculum emphasizes a differentiation approach, where teachers assess students based on individual needs and learning outcome objectives. This is done through authentic assessment, which includes projects, portfolios, or presentations (Gifari, & Arifin, 2024).

5.4 The Importance of Qualitative Feedback

Evaluation strategies in the Merdeka Curriculum are not only number-based but also provide qualitative descriptions of student performance. This is designed to help students understand their strengths and weaknesses in depth, supporting continuous learning (Gifari & Arifin, 2024).

1.7.3 The Role Of Teachers In Merdeka Curriculum

1. Definition and Role of The Teachers Strategies in Implementing Merdeka Curriculum

The Merdeka curriculum, implemented in recent years, has emerged as a significant topic of discussion within the educational landscape. This curriculum empowers educators with greater autonomy in crafting and executing educational experiences. In the implementation of the Merdeka Curriculum, educators assume a crucial strategic role. In the implementation of the Merdeka Curriculum, educators serve as community mobilisers, catalysts for change, facilitators of discussion and collaboration, designers of engaging learning experiences, motivators, and individuals committed to personal development through seminars and training (Jannati, Ramadhan, & Rohimawan, 2023). Teachers must also have the ability to adapt technology and digital literacy to improve the quality of learning (Romadhon et al., 2023).

Teachers have a strategic role in implementing the Merdeka Curriculum because they must be able to develop themselves through training and upgrading, and have sufficient readiness to follow curriculum changes (Sari & Umami, 2023). Educators are required to

develop strategies and innovations for the effective implementation of the Merdeka Curriculum, alongside maintaining a strong motivation to enhance the quality of learning (Marliyani, Irianto, & Prihantini, 2023). Teacher readiness in implementing the Merdeka Curriculum includes several aspects, such as: 1. Understanding the Merdeka Curriculum: Teachers must have a good understanding of the Merdeka Curriculum, including the structure and objectives of the curriculum (Sari & Umami, 2023). 2. Lesson Plan: Teachers must have clear and effective lesson plans to improve learning quality (Romadhon et al., 2023). 3. Learning Process: Teachers must have the ability to adapt technology and digital literacy in the learning process (Romadhon et al., 2023). 4. Facilities and Infrastructure : Teachers must have access to adequate facilities and infrastructure to improve the quality of learning. 5. Teaching Material Modules: Teachers must have appropriate teaching material modules to improve the quality of learning. 6. Learning Assessment: Teachers must have the ability to conduct effective and efficient learning assessments (Sari & Umami, 2023).

To overcome the problems faced by teachers in implementing the Merdeka Curriculum, some solutions that can be applied are: 1. Training and upgrading: Teachers must receive intensive training and upgrading to increase their understanding of the Merdeka Curriculum (Arifiani & Umami, 2023). 2. Collaboration and Communication: Teachers must have good collaboration and communication with students, parents, and school staff to improve learning quality. 3. Academic Supervision: Teachers must have effective academic supervision to improve learning quality (Setyawati et al., 2023).

Based on the above statement, it can be concluded that teachers have a strategic role in implementing the Merdeka Curriculum. They must have sufficient readiness to follow curriculum changes, have the

ability to adapt technology and digital literacy, and have high work motivation to improve learning quality.

2. Skills and Competencies Required for Teachers to Implement An Merdeka Curriculum

The skills and competencies needed by teachers to implement Merdeka Curriculum are as follows:

1. Critical Thinking and Analysis Skills: Teachers must have critical thinking and analysis skills to understand and implement the Merdeka Curriculum based on the principles of democracy, inclusiveness, and cultural awareness (Ariati, 2022).

2. Effective Communication Skills: Teachers must have effective communication skills to interact with students, parents, and the community, as well as to understand and implement the Merdeka Curriculum based on the principles of democracy, inclusiveness, and cultural awareness (Ariati, 2022).

3. Project-based Learning Skills: Teachers must have the ability to design and implement project-based learning that allows students to actively participate and build critical thinking and analysis skills (Shofiyah, 2021).

4. Curriculum Development Skills: Teachers must have the ability to develop a relevant and effective curriculum to meet the needs of students and society, and to understand and implement the Merdeka Curriculum based on the principles of democracy, inclusiveness, and cultural awareness.

5. Classroom Management Skills: Teachers must have the ability to manage an effective classroom, including managing time, managing students, and developing a positive and inclusive classroom culture (Ariati, 2022).

6. Skills to Develop Students' Abilities: Teachers must have the ability to develop students' abilities, including critical thinking and analysis

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skills, communication skills, and cooperation skills (Shofiyah, 2021).

7. Skills to Develop Cultural Awareness: Teachers must have the ability to develop inclusive cultural awareness and understand student culture, as well as to understand and implement Merdeka Curriculum based on the principles of democracy, inclusiveness, and cultural awareness.

8. Skills to Develop Cooperation Skills: Teachers must have the ability to develop collaborative skills with students, parents, and the community, as well as to understand and implement Merdeka Curriculum based on the principles of democracy, inclusiveness, and cultural awareness.

9. Skills to Develop Adaptability: Teachers must have the ability to adapt to changes and developments that occur inside and outside the classroom, as well as to understand and implement the Merdeka Curriculum based on the principles of democracy, inclusiveness, and cultural awareness.

10. Skills to Develop Evaluation Capabilities: Teachers must have the ability to develop an effective evaluation system to monitor student progress and understand and implement the Merdeka Curriculum based on the principles of democracy, inclusiveness, and cultural awareness (Ariati, 2022). By having these skills and competencies, teachers can implement Merdeka Curriculum effectively and meet the needs of students and society.

1.7.4 Learning Strategies In Merdeka Curriculum

1. *Project-Based-Learning Method*

Project-based learning (PjBL) is one of the methods integrated in the Merdeka Curriculum in Indonesia. This method focuses on developing students' critical and creative skills through real and relevant

learning experiences. Here are some of the theories and concepts that underlie PjBL in the context of the Merdeka Curriculum;

1) **Theory of Constructivism**

PjBL is in line with the theory of constructivism proposed by Jean Piaget and Lev Vygotsky, which emphasizes that knowledge is built through experience and social interaction. In PjBL, students are directly involved in the learning process by working on projects that require them to solve problems and collaborate with their peers. This encourages students to become active learners who can construct their own knowledge (Shalehah, 2023; Zulkarnaen et al., 2023).

2) **Student Independence and Creativity**

One of the main objectives of the Merdeka Curriculum is to increase student independence and creativity. PjBL provides space for students to explore their ideas, design solutions, and work independently and in groups. Through projects, students learn to take initiative and take responsibility for their own learning, which is an important part of education in the modern era (Nuriah et al., 2023; Rachmayani et al., 2023).

3) **Implementation of PjBL in Merdeka Curriculum**

The implementation of PjBL in Merdeka Curriculum involves several key steps:

1. **Planning:** Setting clear learning objectives that are relevant to the students' context.

2. **Implementation:** Students work on projects that allow them to apply the knowledge and skills they have learned.

3. **Evaluation:** Using a variety of evaluation methods to assess the project process and outcomes, including formative and summative assessments (Bustomi et al., 2023; Wulandari et al., 2023).

PjBL also supports students' character development through projects that are oriented towards Pancasila values, such as mutual cooperation and diversity. Well-designed projects can help students understand and apply these values in everyday life (Shalehah, 2023; Zulkarnaen et al., 2023).

The project-based learning method in Merdeka Curriculum not only improves students' academic skills, but also equips them with important life skills. By giving students the opportunity to learn through real-life experiences, PjBL helps them become more independent, creative and prepared individuals to face future challenges.

2. ***Problem-Based-Learning Approach***

The problem-based learning (PBL) approach is one of the learning strategies integrated in the Merdeka Curriculum in Indonesia. This research also does not specifically discuss the problem-based approach in the Merdeka Curriculum. However, several other studies have discussed learning strategies that focus on students' individual needs and interests, such as differentiated learning, which can be considered a form of learning relevant to the problem-based approach.

The following are some of the theories and concepts underlying PBL in the context of the Merdeka Curriculum;

1) Constructivism

PBL is in line with the theory of constructivism proposed by Jean Piaget and Lev Vygotsky. According to constructivism, knowledge is built through experience and social interaction. In PBL, students are directly involved in the learning process by working on real problems, so they can construct their own knowledge (Hasdi et al., 2023; Wahyuningsih et al., 2023).

2) Student Independence and Creativity

PBL provides opportunities for students to think critically and creatively. Students must identify problems, design solutions, and evaluate the results. This encourages student independence and creativity, which are the main objectives of the Merdeka Curriculum (Hasdi et al., 2023; Wahyuningsih et al., 2023).

3) Implementation of PBL in Merdeka Curriculum

The implementation of PBL in the Merdeka Curriculum involves several key steps:

1. **Planning:** Setting clear learning objectives that are relevant to the students' context.

2. **Implementation:** Students work on problems that allow them to apply learned knowledge and skills.

3. **Evaluation:** Using a variety of evaluation methods to assess problem processes and outcomes, including formative and summative assessments (Hasdi et al., 2023; Wahyuningsih et al., 2023).

4) Student Character Development

PBL also supports student character development through projects oriented to Pancasila values, such as mutual cooperation and diversity. A well-designed project can help students understand and apply these values in everyday life (Hasdi et al., 2023).

Thus, the Problem-Based Approach in Merdeka Curriculum not only improves students' academic skills, but also equips them with important life skills, such as independence, creativity, and critical thinking ability.

3. *Differentiated Learning to Meet Students' Individual Needs*

Differentiated learning is one of the strategies used in the Merdeka Curriculum to meet students' individual needs. Research such as Marita (2023), Rahmawati (2023), and Agustiana, Malik, & Rumiati (2023) have discussed the implementation of differentiated learning in

this curriculum. These strategies include content, process and product differentiation to meet students' needs and interests. The following are some of the theories and concepts that underlie differentiated learning in the context of the Merdeka Curriculum;

1) Use of Differentiation Strategies

Differentiated learning is based on the theory that each individual has unique learning needs and styles. Thus, effective education must be able to meet the individual needs of students to improve learning outcomes (Putri, Yantoro, & Sholeh, 2024); (Wantini et al., 2023); (Rasdi et al., 2023).

2) Learning Styles

The learning style theory developed by David Kolb and Howard Gardner shows that students have different learning styles, such as visual, auditory, kinesthetic, and others. Differentiated learning utilizes this knowledge to provide various learning methods that suit each student's learning style (Kurniasih & Priyanti, 2023; Rasdi et al., 2023).

3) Development of Thinking Skills

Differentiated learning also focuses on developing diverse thinking skills, such as analytical, synthetic and evaluative skills. By providing various tasks and projects that allow students to think critically and creatively, differentiated learning helps students develop broader thinking skills (Kurniasih & Priyanti, 2023).

4) Implementation of Differentiated Learning in Merdeka Curriculum

The implementation of differentiated learning in the Merdeka Curriculum involves several key steps. First, an initial assessment is carried out to identify the needs and learning styles of each student. Based on the results of this assessment, the teacher then develops a learning plan designed to meet the individual needs of students. In its implementation, various learning methods such as projects,

discussions, and presentations are used to accommodate students' diverse learning needs. Finally, evaluation of learning processes and outcomes is carried out using various methods to comprehensively assess students' progress and learning outcomes (Putri, Yantoro, & Sholeh, 2024; Wantini et al., 2023; Rahmawati, 2023).

5) Student Character Development

Differentiated learning also supports students' character development through projects oriented to Pancasila values. By providing opportunities for students to contribute and actively participate in the learning process, differentiated learning helps students understand and apply those values in daily life (Wantini et al., 2023; Rasdi et al., 2023).

4. *The Use of Technology in Supporting Learning*

Research such as Sundari, Febriany, Darmawan, & Utami (2023) has discussed strategies for strengthening literacy and numeracy in the Merdeka Curriculum by using technology. These strategies include implementing a culture of literacy and numeracy in schools, forming school literacy teams, involving third parties, mobilizing communities of practice, and running school programs that involve learners directly for literacy and numeracy strengthening. Overall, learning strategies in the Merdeka Curriculum include differentiated learning to meet students' individual needs and the use of technology to support learning. Here are some of the theories and concepts that underlie the use of technology in the context of the Merdeka Curriculum:

1) Merdeka Curriculum Development and Educational Technology

The Merdeka curriculum is designed to focus on meeting student learning needs that are adjusted to technological developments. Technology integration in education is the main point in supporting the fulfillment of student learning according to their competencies (Cholilah et al., 2023).

2) Use of IT-based Media in Differentiated Learning

The use of information technology (IT)-based media in differentiated learning can improve learning quality, student engagement, and accessibility of learning materials. IT media can facilitate the development of 21st century skills and allow students to learn independently, adjust their learning pace, and be monitored in real-time (Suhaeb et al., 2024).

3) Development of Teacher Teaching Skills with Differentiated Learning Applications

Technology integration in differentiated learning is still limited due to teachers' low skills in using differentiated learning applications that support Merdeka Curriculum. A training program designed to improve teacher teaching skills using differentiated learning applications has shown an increase in teacher teaching skills by 75.16% (Ramadhani et al., 2024).

4) Assistance in Numeracy Literacy and Technology Adaptation in Curriculum Implementation

Assistance in numeracy literacy and technology adaptation is very important in supporting curriculum implementation. Teachers can act as facilitators in the learning process, creating an environment that encourages exploration of mathematics and technology. The integration of technology in teaching can facilitate more engaging and relevant learning for today's digital generation (Yanti et al., 2023).

1.7.5 Post Method Pedagogy Theory: A Flexible Approach to English Language Teaching

Introduction

Post Method Pedagogy is an approach that emerged in response to the limitations of traditional language teaching methods. Introduced by Kumaravadivelu (1994), this theory emphasizes that language teaching cannot be limited by a single method, but rather must take into account the context, students'

needs, and socio-cultural dynamics. In the context of the Merdeka Curriculum, which gives teachers the freedom to design the curriculum, Post Method Pedagogy offers a relevant framework for developing effective teaching strategies.

1. **Key Concepts of Post Method Pedagogy**

Post Method Pedagogy consists of three main components: **Particularity, Practicality, and Possibility**. These three components are interrelated and provide guidance for teachers in designing and implementing language teaching.

1) **Particularity**: Emphasizes the importance of understanding the local context and students' characteristics. Teachers need to analyze students' cultural backgrounds, learning experiences and specific needs to create relevant and meaningful learning experiences. This is in line with the view that contextualized learning can increase students' motivation and understanding (Richards & Renandya, 2002).

2) **Practicality**: Refers to the ability to implement teaching strategies with available resources. Teachers need to consider facilities, teaching materials and their own skills in designing instruction. The use of technology and local resources can improve teaching effectiveness. Brown (2007) states that the utilization of technology in language teaching can expand students' access to materials and increase their engagement.

3) **Possibility**: Encouraging innovation and creativity in teaching. Teachers are expected to look for new ways of teaching that can increase student engagement. This includes the use of active, collaborative and project-based learning methods. Celce-Murcia (2001) emphasizes the importance of creating a learning environment that supports exploration and collaboration.

2. **Implications of Post Method Pedagogy in English Language Teaching**

Post Method Pedagogy has some important implications in English language teaching, especially in the context of the Merdeka Curriculum:

1) **Responsive Curriculum Development**: Teachers have the freedom to develop a curriculum that suits the needs of students. This means that teaching materials can be adapted to the local context, students' interests, and current issues. This creates more relevant and interesting learning for students (Kumaravadivelu, 2003).

2) **Project Based Approach**: The implementation of project-based learning allows students to work in groups and produce a relevant end product. This approach not only improves language skills, but also collaboration and problem-solving skills. Project-based learning also supports the development of students' critical and creative skills (Richards & Renandya, 2002).

3) **Continuous Assessment**: In Post Method Pedagogy, assessment focuses not only on the end result, but also on the students' learning process. Continuous assessment provides constructive feedback and helps students understand their progress. Kumaravadivelu (2003) states that effective assessment should reflect students' development in a broader context, including social and emotional aspects.

3. **Challenges in Implementing Post Method Pedagogy**

Although Post Method Pedagogy offers many advantages, there are some challenges in its implementation:

1) **Limited Resources**: Many schools, especially in remote areas, may not have sufficient resources to implement innovative teaching strategies. Limited facilities and access to technology may hinder the implementation of this approach (Brown, 2007).

2) **Teacher readiness**: Not all teachers have sufficient training or experience to effectively implement the Post Method approach. Therefore, it is important to provide professional training and

support for teachers so that they can develop the necessary skills (Celce-Murcia, 2001).

3) **Resistance to Change**: Some teachers and educational institutions may be reluctant to change the traditional teaching methods they have been using. This resistance may be due to uncertainty about the effectiveness of new approaches or concerns about the additional workload that may arise from implementing more flexible methods (Kumaravadivelu, 2003).

4. **Recommendations for the Implementation of Post Method Pedagogy**

To overcome the existing challenges and maximize the potential of Post Method Pedagogy, the following are some recommendations:

1) **Training and Professional Development**: Provide ongoing training programs for teachers to improve their understanding of Post Method Pedagogy and how to apply it in teaching. This can include workshops, seminars, and best practice sharing sessions.

2) **Collaboration between Teachers**: Encourage collaboration between teachers to share experiences and successful teaching strategies. Learning communities can help teachers support and inspire each other in implementing more innovative approaches.

3) **Use of Local Resources**: Utilize local resources, such as local culture and traditions, in English language teaching. This not only makes learning more relevant but also strengthens the connection between students and their community.

4) **Evaluation and Feedback**: Conduct regular evaluation of the implementation of Post Method Pedagogy to identify areas for improvement. Feedback from students and teachers can provide valuable insights for further development.

Post Method Pedagogy offers a flexible and responsive approach to English language teaching, especially in the context of the Merdeka Curriculum. By emphasizing particularity, practicality, and possibility, teachers can design learning

experiences that are more relevant and meaningful to students. Although there are challenges in its implementation, with the right support and commitment to innovation, Post Method Pedagogy can be an effective tool to improve the quality of English language teaching in senior secondary schools.

1.8 Review of Relevant Previous Studies

The previous study became one of the references for researchers in conducting research; from previous research, they found research with a different title than the title of this study, but Several previous studies have the same focus as this research. *First*, in Fauziah, R. I. A. N. (2022). With the title "Strategi Implementasi Kurikulum Merdeka Pada Pendidikan Anak Usia Dini Menuju Indonesia Emas." The purpose of this study, teachers are expected to develop strategies to develop teaching methods that are more creative, innovative, and adaptive to the environment. Merdeka learning for students also aims to stimulate the ability of students to think critically and logically and reflect on what they learn. The concept of independent learning, if done with careful preparation, has a great chance to improve the quality of education in Indonesia. The method of research used is literature research. Learning achievements and Pancasila Student Profiles have a very close relationship. The learning design prepared by the teacher must provide stimulation so that children can know their religion and worship according to their religion while still showing tolerance to adherents of other religions and can behave politely.

Second, Mustika, U., & Wardah, W. with the identity "An analysis of teacher's strategies in coaching English." These studies changed into performed to research what strategies the academics have utilized in teaching English and what elements affect these techniques. It became descriptive qualitative research for the English trainer of SMAN 1 Segedong. Statistics were amassed by using interviews with an English teacher at the school. Facts were analyzed using familiarization and organizing, coding and reducing, decoding and representing. Based on research findings, there were five teaching techniques

used by the trainer, and three elements inspired them. Those strategies were discussion strategies, demonstration strategies, the usage of electronic media as getting to know media, using games, and providing reinforcement in the long run, coaching and getting to know the process. Three factors encouraged the trainer's approach in English at SMAN 1 Segedong. The first turned into the scholar component, which incorporates the historical past of the student's majors, technology and Social studies, and the pupil's circumstance in following the gaining knowledge of technique. The second changed into the issue that came from the instructor. This element worried the capability of teachers to use the era in assisting coaching strategies. Lastly, the power consists of how the getting-to-know tools are constrained.

Third, in Hakim, A. R., & Nabila, M. (2022). With the identification "Implementation of The impartial studying Curriculum in Cirebon District." The examine goals to decide the implementation of independent mastering guidelines in schooling in Indonesia. It looks at uses a literature evaluation studies approach, at the same time as information series strategies are carried out by exploring journals and other facts relevant to the look. The effects confirmed that the unbiased learning application launched by the Minister of schooling and way of life, Nadiem Makarim changed to improve the education system in Indonesia. The independent getting-to-know Program applies to the intention of countrywide education, specifically to form a young technology which is not always the most effective and intellectually clever but additionally has precise character trends which include duty, area, and honesty, can think seriously and analytically, and emerge as unbiased human beings with the intention to explicit their evaluations without feeling scared and depressed. Primarily based on the rationale that has been given to the implementation of the unfastened mastering policy promoted by using the Minister of schooling of Indonesia Nadiem Makarim in Cirebon Regency, it is hoped that it can grow the training ranking of Cirebon, which previously occupied the twenty-fifth position in West Java, in order to upward push to the top.

1.9 Frame of Thought

The research titled "The Strategies of English Teachers in Merdeka Curriculum at Senior High Schools" examines the approaches employed by English teachers in executing an autonomous curriculum at the senior high school level.

The theoretical framework formulated as follows in the figure below.
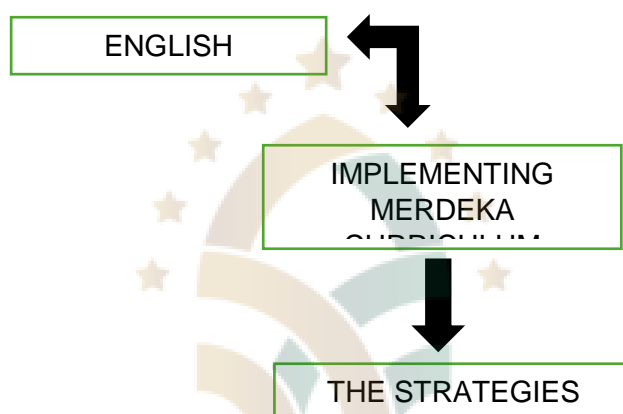

Figure 1.1 Frame of Thought

1.10 Research Method

This chapter discusses the study's methodology related to the research assumptions, research design and steps of the research, sources and type of data, data collection technique and instruments, data analysis technique, research timeline and data validity.

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1.10.1 Research Design and Steps of the Research

These studies used a Qualitative descriptive method and a case study as a research design approach. In step with Fraenkel and Wallen (2008:422), Qualitative research investigates relationships, sports, situations, or material great. According to Creswell (2014), qualitative research explores and is familiar with the means of people or corporations with social problems. Meanwhile, consistent with Sugiyono (2018), qualitative research examines the condition of natural gadgets, wherein the researcher is the critical instrument. Natural putting is the plain facts supply, and the researcher is the key instrument. The statistics became collected as descriptive records describing a given state of affairs as thoroughly and carefully as possible. According to (Gunawan et al., 2015), the nature of this method is that the Object is studied comprehensively by interpreting the meaning according to the researchers' thoughts.

Qualitative research has various techniques for collecting data. This research uses case studies as the type of research because this research is based on the formulation of the problem, and analyzes the results of interview data in the field. Researchers go directly to the field to get accurate data as an important instrument.

1.10.2 Sources and Type of Data

This research will be conducted in one of the high schools in Majalengka and Cirebon. The selection of research locations was determined using a purposive method. According to Creswell, purposive is a location-based technique with several considerations. The reasons for the researchers choosing Senior high school in Majalengka and cirebon as the research location were because: *first*, the institutions there had adequate infrastructure. *Second*, the teachers there are experienced in merdeka curriculum. *Third,* the researchers found

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that not all institutions had used the merdeka curriculum. The Ministry of Education and Culture had selected only the institutions there as the primary driving schools in implementing the merdeka curriculum.

Research subject are informants (several teachers) that participates in research and the researcher can get the data from them. In this study, researchers used Snowball Sampling. According to Sugiono, in snowball sampling the researcher take data from some of the data sources (informants), and then if the data obtained is insufficient, the researcher adds informants to the interview. The reason why the researcher used Snowball Sampling was the data obtained from data sources are slightly incomplete so, the researcher looked for other people to be used as data sources. In this study, the researcher decided to select several high school English teachers as informants in this study. That the reason why the researcher choose English teachers as informants was that they had the following criteria as informants according to Spradley:

1. They understand something through the enculturation process so that something is known very well.
2. They are still implementing or involved in the activities that will be researched.
3. They have sufficient time to be asked for information.
4. They are not familiar with the researcher. Therefore, the subject more effectives to be informants.

This research will be conducted in several high school in Majalengka and Cirebon.

1. Primary data

   Primary data is the leading data obtained by researchers from research subjects. This study collected primary data from interviews.
2. Supporting data

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In addition to primary data, researchers also took data from library sources. It analyzes data through literature, textbooks, articles, journals, or other sources.

1.10.3 Data Collection Technique and Instruments

Data collection methodology is an essential step in research; the purpose of the study is to get the data. To get accurate data, the researcher has to do some techniques for collecting data. There are five data collection techniques. Data collection techniques include observation, interviews, questionnaires, documentation, and triangulation/combination (Sugiyono, 2015, p. 308). The researchers conducted interviews as a technique for collecting data. Interviewed for two English Teachers in SMAN 2 Cirebon and SMA islam Al-mizan Majalengka.

The techniques of data collection used in this research are Interview, and documentation.

1. Interview

   The Interview is a purposeful conversation, usually between two people (but sometimes involving more), directed by one to get information. Therefore, the researcher asked the teachers. The interview technique was used because the researcher wanted to know the things of the respondents more profoundly and to recheck or prove the information previously obtained. Esterberg (2002) states that the Interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic (as cited in Sugiyono, 2015, p. 317). The Interviewer has to collect data via interaction or communication, but it can be done face-to-face or electronically. In addition, Creswell (2008, p. 180) also classifies the Interview into four types; those types are (1) one-on-one interview,

(2) focus group interview, (3) telephone interview, (4) electronic E-mail interview. Another expert Esterberg (2002), suggested several types of interviews, namely: structured interviews, using a list of questions that had been prepared previously. Semi-structured interviews are guidelines but flexible in their application depending on the situation and conditions in the field. An unstructured interview is a no-question set (as cited in Sugiyono, 2015, p. 315). The Interviewer was structured because the researcher had to ask the same questions in the same order to all respondents. This Interview can be assisted with tools such as a tape recorder and others to effectively support the Interview's implementation. The interview technique in this research can be done face to face or through other media that can support the communication process; this depends on the situation. For Interviews may be conducted in person or via telephone, both requiring personal interaction; thus, the interviewer must comprehend the circumstances and conditions to select the appropriate interview method accordingly (Sugiyono, 2015, p.321).

2. Documentation

Documentation is a data collection technique that is not directly submitted to the research subject but through documentation. Documentation is used to support the data. Data is obtained by taking pictures during the interview process and collecting several documents, audio recordings, and reports related to research.

Interviews can be conducted in person or by telephone, both necessitating personal connection; therefore, the interviewer must understand the context and conditions to choose the suitable interview mode accordingly (Sugiyono, 2015, p.321).

1.10.4 Data analysis Techniques

The data analysis technique involves transforming data into new information. Its objective is to enhance the comprehensibility of the data and to render it a valuable answer to a problem, particularly in relation to research. Data analysis techniques are methods for transforming data into comprehensible information that addresses problems. This research employs the interactive analytical paradigm of Miles and Huberman, which encompasses data reduction, data display, and conclusion/verification (Sugiyono, 2015).

The data gathered through interviews is analysed descriptively, as the research approach is qualitative and descriptive. The researcher employs a three-step process to analyse the data. The comprehensive procedure for data analysis in this research is outlined as follows:

1) Order the data gathered subsequent to the completion of data collecting from initial study and field observations. During the sorting phase, the researcher systematically organises the extensive data to facilitate rapid analysis.

2) They ordered data arrangement. In this step, the researcher transcribes the results of the interviews and categorizes the results to whom the results of the interviews belong.

3) Interpret structured data. Researchers give significance to the data. Upon analysing the data, the researcher articulates the findings and presents them descriptively. The researcher conducted a focused analysis of the data, accompanied with a succinct and accurate summary. Then draw conclusions that can be verified based on the presentation of data obtained from information on research objects in the field.

1.10.5 Data Validity

As stated by Arikunto (Agustian, 2019), validity refers to the extent of correspondence between the data observed in research subjects and

the data that can be reported in the study. Consequently, legitimate data is defined as data that "remains consistent" between the information provided by the researcher and the data included in the study object. The validity of the data is assessed to see if the research conducted is authentically scientific and to evaluate the acquired data. To achieve the credibility of researchers using observation extension techniques, increased persistence in research, triangulation, and peer discussions.

Researchers also use source triangulation to re-compare the level of confidence in information acquired from various sources and the application of theory triangulation by integrating two or more hypotheses (Bachri, 2012). Triangulation techniques have three techniques, namely source triangulation, triangulation methodology, and temporal triangulation (Mujahidin, 2019). Triangulation in this credibility assessment is characterised by the verification of data from diverse sources by several methods and at varied intervals, accompanied by the following elucidation:

a. Triangulation of source

   Source triangulation to check the credibility of the facts is finished by checking the information received thru numerous sources. For instance, to strive for the credibility of records approximately someone's leadership fashion, the accrued and tested facts acquired are performed to subordinates who are led, to superiors who assign them, and to co-employees who are a collaborative group. However, facts from those three resources cannot be averaged as quantitative studies are described and categorized. Views are identical, distinctive, and specific from the three information resources. The statistics the researcher has

analyzed to supply an end are then asked to trust the three sources.

Triangulation is an information series approach that mixes numerous fact series techniques and existing records sources. In this manner, the researcher checked the correctness of the records or information acquired from the data supply, namely English teachers, using the selected statistics collection approach. In keeping with Satori (2011: 170), triangulation checks records from numerous sources in diverse ways and extraordinary instances. Technical triangulation in this examination was done through commentary, interviews, and record review. This triangulation became used to answer studies questions on the strategies of English teachers in Merdeka curriculum at senior high schools.

b. Triangulation Technique

To assess the reliability of the data, researchers employed a triangulation strategy, which involved verifying data from the same source through various ways. For example, interview data obtained by documentation, or questionnaires. Then the data results from the data credibility testing technique are different, so the researchers discuss further with relevant data sources or other parties to ensure which data is correct. Consequently, the method triangulation in this study changed into carried out by Interview, and documentation. This triangulation was used to answer the studies query about the strategies of English teachers in implementing Merdeka curriculum at senior high schools

c. Triangulation of time

Time also frequently impacts the credibility of the facts. Facts can be accrued through interview techniques in the morning while the informants are sparkling; there are not many troubles,

and it will offer more accurate statistics to be extra credible. For this reason, sorting out the statistics' credibility may be finished by checking interviews, or other strategies in particular instances or situations. If the check consequences produce many records, it is performed repeatedly to find the facts' truth. Triangulation can also be done by checking the study's results from special study groups tasked with accumulating information.

1.10.6 Research Timeline

This research took five months to research, starting from writing a research proposal tp revising the thesis. This research starts from January to June as shown in the following table:

No.	Activity	January				February				March				May				June			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Proposal Seminar and Research Instrument	■	■	■	■																	
2.	Conducting research Sample, validity, and reliability of data					■	■	■	■													
3.	Collecting of data									■	■	■										
4.	Data Analysis												■	■								
5.	Finishing thesis Writing														■	■						
6.	Thesis examination																■	■				
7.	Thesis revision																				■	■

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