CHAPTER I
BACKGROUND

The Research Background is presented in this chapter. It includes identifying the problem, outlining the study's boundaries, formulating research questions, outlining the study's objectives, and outlining the relevance of the work—both theoretical and applied. It also discusses the Literature Review, which includes the theoretical underpinnings addressing a number of subjects connected to this research, earlier investigations, and schools of thought. In conclusion, the study methodology is explained, including the processes and research design, sources and types of data, data collection equipment and methodologies utilizing observation, interview, and document analysis, as well as data analysis tools.

1.1 Research Background

In the era of globalization, English language education is one of the main focuses in an effort to improve human resources in Indonesia. English language skills have an important role that is not only used as a means of communication, but also a key to accessing information, technology and global business because English is one of the international languages (N. N. K. Sari et al., 2024). In this case, English teachers need to adapt to the times and the increasingly diverse needs of students. Therefore, it is important for teachers to have adequate competence, especially in the use of digital technology which increasingly dominates the learning process (Dian Yuliani Paramita, 2023).

The development of technology has brought changes in the way teachers teach and the way students learn, especially with the integration of technology in the learning process. Teachers are required to have the ability to select, integrate, and manage technology effectively so that the learning process is not only interesting but also able to achieve learning objectives optimally (Ardiansyah & Trihantoyo, 2023). In its application, digital technology is now an important element to support learning that is more effective and in

accordance with the demands of the times (Nurhidayatullah, 2024). This is a challenge for educators, especially in developing countries like Indonesia.

In line with the rapid development of technology, the Ministry of Education and Culture of the Republic of Indonesia introduced Merdeka Belajar policy. Merdeka Belajar provides autonomy to schools in developing curriculum and teaching methods, encouraging teachers to integrate technology into the teaching and learning process (Dwita & Zulfitria, 2024). Merdeka Belajar was created in response to the need for a more flexible and innovative approach to education. The characteristics of the Merdeka Belajar curriculum include the implementation of project-based learning, emphasis on essential material, and providing flexibility for teachers to adapt learning methods according to local contexts and needs (Ningsih & Sartika, 2023).

In implementing the Merdeka curriculum, teacher competence is an essential skill that must be possessed so that teachers can carry out their duties effectively and in accordance with educational standards. One of the competencies that teachers must have been professional competence. Professional competence is the ability of teachers to master knowledge in the fields of science, technology, and cultural arts (Afriyanto, 2022). A key component of professional competence is technology which refer to digital competence. Digital competence is defined as knowledge, skills, and abilities needed while using digital technology to optimize our daily lives in an efficient manner (Ferrari et al., 2021).

This thesis specifically using the Digital Competence Framework for Educators (DigCompEdu). DigCompEdu is a scientifically sound framework describing what it means for educators to be digitally competent. It provides a general reference frame to support the development of educator-specific digital competences in Europe (Redecker C., 2017). DigCompEdu include six areas, namely: professional engagement, digital resources, teaching and learning, assessment, empowering learners, facilitating learners' digital competence

There are several research clusters that raise the topic of digital competence. Some of these studies include the development of teacher digital competence (Habibah, 2022; Johannesen & Gudmundsdottir, 2019; Gumus & Kukul, 2022), teacher perceptions of digital competence (Mahyudin, 2022; Wang Z & Chu Z, 2023; Portillo, et al., 2020; Garzon-Artacho, et al., 2021), 2014).

Based on several previous clusters, it can be stated that there are various problems driving the need for this research these problems include, findings regarding the challenges faced by English teachers in integrating digcompedu. No previous research has used English language teachers as subjects to find out the digital challenges of teacher competence. The next problem is that no previous research has looked at the challenges of teachers in terms of curriculum characteristics. With these various problems, research related to teacher digital competence must be carried out immediately to address this phenomenon. What are the challenges of teachers in integrating technology in implementing the Merdeka curriculum? and what strategies do teachers use to overcome these challenges? Therefore, in line with the progress of the times and the advancement of science. This study aims to gain a real-world understanding of the challenges and strategies of teachers in integrating technology.

The past research is about Digital Competencies of Pre-Service Teachers in Indonesia. This study aims to evaluate the digital competencies of pre-service teachers in Indonesia, especially in the context of digital education for Physics Education students. This research uses a quantitative approach with a survey method to collect data from students and alumni of the Physics Education study program from 2017 to 2022. The instrument used in this study was a systematic questionnaire developed based on the digital competency framework and focused on five dimensions: information and data literacy, communication and collaboration, making digital content, security, and problem-solving. Meanwhile, this research used English teachers as informants and utilized the Digital Competence Framework for

Educators which focused on six dimensions: professional engagement, digital resources, teaching and learning, assessment, empowering learners, and facilitating learners' digital competence.

The past research was on the digital competence of prospective English teachers in Indonesia, using the DigCompEdu framework (European Framework for the Digital Competence of Educators). The main purpose of this study was to identify and analyze the level of digital competence of prospective teachers who have participated in teaching practice. The research method used was descriptive and interpretative using a questionnaire developed based on the DigCompEdu framework. Meanwhile, this research aims to find out the challenges and strategies of teachers in integrating technology.

However, all relevant research does not focus on the challenges of teachers' digital competence in implementation merdeka belajar curriculum in detail and specifically, which is the uniqueness and novelty of this study.

Therefore, this research was held in order to answer what are the challenges faced by English teachers in integrating digital technology in implementing the Merdeka Belajar Curriculum. In addition, the research will also describe what strategies are used by English teachers in facing these challenges.

1.2 Identification of the issues/phenomena

In implementing Merdeka Belajar Curriculum, digital technology has an important role in supporting the learning process. However, there are differences in the mastery of technology among teachers, including English teachers. Some teachers are able to integrate digital tools into their teaching methods, while others face various challenges in utilizing technology effectively. This raises questions about the factors that lead to such differences in ability and how teachers respond to the challenges. Thus, this study is expected to provide deeper insights into the dynamics of technology

mastery among teachers and its implications for effective curriculum implementation.

1.3 Delimitation of the Research

This study aims to identify the challenges English language teachers face in in integrating digital technology. In order to keep the scope of the research from being too broad, this research is limited to three main aspects. First, from the aspect of the Merdeka Curriculum, this research focuses on the characteristics of the independent curriculum, namely learning flexibility, application of a project-based approach and essential material. Second, from the aspect of teacher digital competence, this research uses six dimensions of digital competence, including professional engagement, digital resources, teaching and learning, assessment, empowering learners and facilitating learners' digital competence and third, this research is limited to the TPACK learning model of pedagogical knowledge (PK) and content knowledge (CK) and technological knowledge (TK).

1.4 Research Questions

Based on the background of the research above, the questions of the research are:

1) What are the challenges of English teachers in integrating digital technology in implementing the Merdeka Belajar Curriculum?
2) How are teachers' strategies in facing challenges in integrating digital technology in the Merdeka Belajar Curriculum?

1.5 Aims of the Research

Based on the background the aims of this research can be formulated as follows:

1) To find out what are the challenges of English teachers in integrating digital technology in the implementation of the Merdeka Belajar Curriculum.

2) To find out how teacher strategies in facing challenges in integrating digital technology in the Merdeka Belajar Curriculum.

1.6 Significance of the Research

This research has the potential to offer benefits to a wide range of people and can be valuable for anyone seeking to gain knowledge from it. The contributions of researchers encompass two primary aspects:

1.6.1 Theoretically

Theoretically, this research enriches studies on the implementation of Merdeka Curriculum, especially in the context of digital technology integration by English teachers at the upper secondary education level. This research also provides a deeper understanding of the challenges teachers face in adopting digital technology and the strategies implemented to overcome these obstacles, which can be a reference for further research in the field of education and technology.

1.6.2 Practically

Practically, the results of this study can serve as input for policy makers, such as the Ministry of Education, to design more effective training and mentoring programs to support the development of teachers' digital competencies. In addition, this research can help teachers understand the various strategies that can be adopted to improve the ability to integrate digital technology in the learning process

1.7 Literature Review

The literature review serves as the foundation upon all knowledge is built for researcher through the following means:

1.7.1 Digital competence

Digital competence is a competency that affects a person's level of confidence and criticality in working, learning, developing themselves and participating in society (Muizu, 2017). Digital skills are knowledge and skills to use communication tools, digital media, or networks in finding, using, creating information, evaluating, and utilizing it in a healthy, wise, intelligent, careful, precise and law-abiding manner in order to foster communication and interaction in everyday life (Baharrudin, 2021).

Meanwhile, digital competence itself is a competency related to digital technology, products, and services. According to Mayes and Folwer (2013) digital competence itself emphasizes skills, approaches, behaviors and concepts.

From the above understanding, it can be concluded that digital competence is one of the important variables in a service process, in order to improve the quality of service and the performance of human resources themselves. In maximizing performance in this digital era, it is very necessary to increase and shift the competencies that teachers must have. Because it is possible that the digital competency variable has a very strong influence in improving the performance of human resources.

The digital competence for educators is closely related to the ability of educators to use ICT based on pedagogical principles by realizing the implications for educational methodology (Makiyah et al., 2020). Digital competence has the capacity as a link between teachers and students in communicating, sharing, interacting, participating, collaborating; and identify online resources and solve problems (Astuti & Setiawan, 2022). Digital competence includes the capacity of teachers to utilize ICT in a professional context, link to pedagogical knowledge, and comprehension of the use of learning techniques to create a productive learning environment for students (Martin et al., 2020).

Based on the European Commission, there are six components of digital competence for educators as follows:

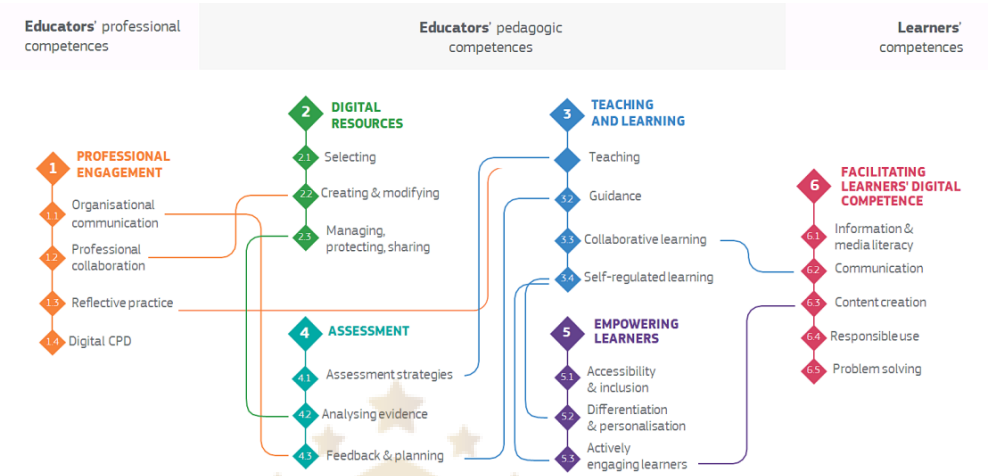

Figure 1. 1

1.7.1.1 Professional Engagement

Professional engagement refers to the active involvement of educators in professional development and collaboration with their peers (Koçak & Karatepe, 2022). This includes the use of digital technology to communicate and collaborate, share knowledge, and engage in continuous learning (Wibawanta et al., 2021). Educators are expected to reflectively assess their teaching practices and seek opportunities to grow through interaction with the wider educational community, so as to improve the quality of their teaching and learning.

1.7.1.1.1 Organisational communication

To use digital technologies to enhance organisational communication with learners, parents and third parties.

To contribute to collaboratively developing and improving organisational communication strategies.

1.7.1.1.2 Professional Collaboration

To use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience, and collaboratively innovating pedagogic practices.

1.7.1.1.3 Reflective Practice

To individually and collectively reflect on, critically assess and actively develop one's own digital pedagogical practice and that of one's educational community.

1.7.1.1.4 Digital Continuous Professional Development

To use digital sources and resources for continuous professional development.

1.7.1.2 Digital Resources

Digital resources refer to the ability of educators to find, evaluate, and utilize relevant digital resources in the learning process (Redecker C., 2017). This includes an understanding of how to choose the appropriate digital tools, as well as the ability to create or adapt learning materials to make them more effective and engaging for students. Educators need to ensure that the digital resources used support learning objectives and are accessible to all students (UNICEF, 2022).

1.7.1.2.1 Selecting digital resources

To identify, assess and select digital resources for teaching and learning.
To consider the specific learning objective, context, pedagogical approach, and learner group, when selecting digital resources and planning their use.

1.7.1.2.2 Creating and modifying digital content.

To modify and build on existing openly-licensed resources and other resources where this is permitted.

To create or co-create new digital educational resources.

To consider the specific learning objective, context, pedagogical approach, and learner group, when designing digital resources and planning their use.

1.7.1.2.3 Managing, protecting andsharing digital resources

To organise digital content and make it available to learners, parents and other educators.

To effectively protect sensitive digital content.

To respect and correctly apply privacy and copyright rules.

To understand the use and creation of open licenses and open.

1.7.1.3 Teaching and Learning

Teaching and learning are concerned with the integration of digital technology in teaching methods to improve student engagement and learning outcomes. Educators must be able to design interactive learning experiences by utilizing digital tools, so that they can meet the needs of various learning styles of students (Munna & Kalam, 2021). Additionally, educators are expected to explore new and innovative methods in teaching that can facilitate more immersive and meaningful learning (Putra et al., 2024).

1.7.1.3.1 Teaching

To plan for and implement digital devices and resources in the teaching process, so as to enhance the effectiveness of teaching interventions. To appropriately manage and orchestrate digital teaching interventions. To experiment with and develop new formats and pedagogical methods for instruction.

1.7.1.3.2 Guidance

To use digital technologies and services to enhance the interaction with learners, individually and collectively, within and outside the learning session. To use digital technologies to offer timely and targeted guidance

and assistance. To experiment with and develop new forms and formats for offering guidance and support.

1.7.1.3.3 Collaborative learning

To use digital technologies to foster and enhance learner collaboration. To enable learners to use digital technologies as part of collaborative assignments, as a means of enhancing communication, collaboration and collaborative knowledge creation.

1.7.1.3.4 Self-regulated learning

To use digital technologies to support learners' self-regulated learning, i.e. to enable learners to plan, monitor and reflect on their own learning, provide evidence of progress, share insights and come up with creative solutions.

1.7.1.4 Assessment

Assessment involves the use of technology to evaluate student performance effectively. Educators need to master a variety of digital assessment tools that allow them to conduct formative and summative assessments by providing timely feedback to students (Redecker C., 2017). It also includes the analysis of assessment data to inform teaching practices and improve student learning outcomes (Syahria, 2019).

1.7.1.4.1 Assessment strategies

To use digital technologies for formative and summative assessment. To enhance the diversity and suitability of assessment formats and approaches.

1.7.1.4.2 Analysing evidence

To generate, select, critically analyse and interpret digital evidence on learner activity, performance and progress, in order to inform teaching and learning.

1.7.1.4.3 Feedback and Planning

To use digital technologies to provide targeted and timely feedback to learners. To adapt teaching strategies and to provide targeted support, based on the evidence generated by the digital technologies used. To enable learners and parents to understand the evidence provided by digital technologies and use it for decision-making.

1.7.1.5 Empowering Learners

Empowering learners means helping students become independent and critical users of technology. Educators are responsible for teaching important skills such as information literacy, digital communication, and responsible use of technology (Redecker C., 2017). Thus, students can be actively involved in the learning process and develop their critical thinking skills and creativity in using technology.

1.7.1.5.1 Accessibility and inclusion

To ensure accessibility to learning resources and activities, for all learners, including those with special needs. To consider and respond to learners' (digital) expectations, abilities, uses and misconceptions, as well as contextual, physical or cognitive constraints to their use of digital technologies.

1.7.1.5.2 Differentiation and personalisation

To use digital technologies to address learners' diverse learning needs, by allowing learners to advance at different levels and speeds, and to follow individual learning pathways and objectives.

1.7.1.5.3 Actively engaging learners

To use digital technologies to foster learners' active and creative engagement with a subject matter. To use digital technologies within pedagogic strategies that foster learners' transversal skills, deep thinking and creative expression. To open up learning to new, real-world contexts, which involve learners themselves in hands-on activities, scientific

investigation or complex problem solving, or in other ways increase learners' active involvement in complex subject matters.

1.7.1.6 Facilitating Learners' Digital Competence

Facilitating learners' digital competence focuses on the role of educators in helping students develop their own digital competencies. It includes teaching skills such as information search, online collaboration, as well as digital content creation. Educators also need to ensure that students understand how to use technology safely and responsibly, so they are prepared for the challenges of the digital world (Redecker C., 2017).

1.7.1.6.1 Information and media literacy

To incorporate learning activities, assignments and assessments which require learners to articulate information needs; to find information and resources in digital environments; to organise, process, analyse and interpret information; and to compare and critically evaluate the credibility and reliability of information and its sources.

1.7.1.6.2 Digital communication and collaboration

To incorporate learning activities, assignments and assessments which require learners to effectively and responsibly use digital technologies for communication, collaboration and civic participation.

1.7.1.6.3 Digital content creation

To incorporate learning activities, assignments and assessments which require learners to express themselves through digital means, and to modify and create digital content in different formats. To teach learners how copyright and licenses apply to digital content, how to reference sources and attribute licenses.

1.7.1.6.4 Responsible use

To take measures to ensure learners' physical, psychological and social wellbeing while using digital technologies. To empower learners to manage risks and use digital technologies safely and responsibly.

1.7.1.6.5 Digital problem solving

To incorporate learning activities, assignments and assessments which require learners to identify and solve technical problems, or to transfer technological knowledge creatively to new situations.

Chapter 0

1.7.2 TPACK (Technological Pedagogical Content Knowledge)

TPACK or Technological Pedagogical Content Knowledge is a framework that integrates three types of knowledge that are important for educators: Content Knowledge, Pedagogical Knowledge, and Technological Knowledge (Oktaviana & Yudha, 2022). This concept is designed to assist teachers in designing and implementing effective learning in the digital age, where technology plays an increasingly important role in education.

TPACK is a new form of knowledge that goes beyond the three "core" components (content, pedagogy, and technology). Underpinning truly meaningful and highly skilled teaching with technology, TPACK differs in knowledge of all three concepts individually. In contrast, TPACK is the foundation of effective teaching with technology, requiring an understanding of the representation of concepts using technology, a pedagogical technique that technology uses in a constructive way to teach content. Knowledge of what makes concepts difficult or easy to learn and how technology can help address some of those problems students face (Koehler & Mishra, 2009).

According to Smaldino (Fatimatur, 2019) that Technological, Pedagogical, Content Knowledge (TPACK) skills are knowledge in integrating technology in learning, so that the learning resources used are not fixated on educators and textbooks. Kocoglu (Subhan, 2020) also suggests that Technological, Pedagogical, Content Knowledge (TPACK) is a combination of three knowledge components namely

content, pedagogical, and technological knowledge which aims to develop basic knowledge when a teacher learns subject matter and understands how technology can improve the learning experience of learners while knowing the correct pedagogical skills to improve the content of the learning.

Based on some of the above opinions, it can be concluded that Technological Pedagogical Content Knowledge (TPACK) is a knowledge that must be cognized by teachers in integrating technological, pedagogical and material skills in order to create an effective and efficient learning process.

Component Technological Pedagogical and Content Knowledge (TPACK):

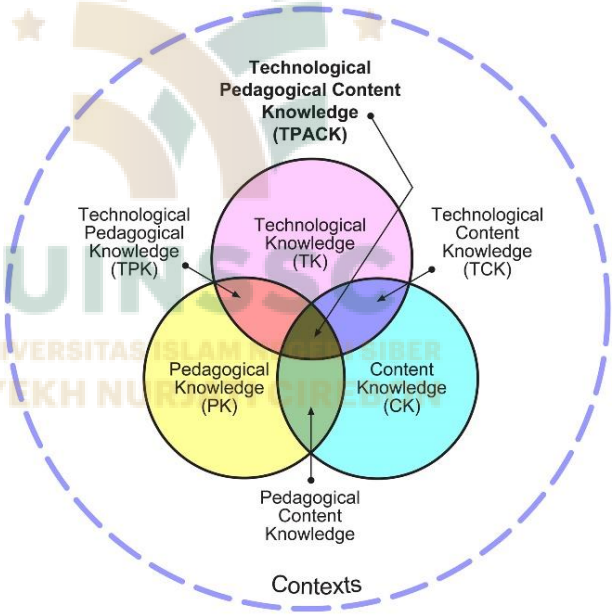

Figure 1. 2

1.7.2.1 Technological Knowledge (TK)

Technological Knowledge (TK) is a knowledge that teachers must have about technology that can support learning. Technological Knowledge (TK) includes teachers' understanding of how to use computer

software and hardware, presentation equipment such as presentation documents, and other technologies in an educational context. In addition to having knowledge about technology, a teacher must also have the ability to adapt and learn new technologies. This ability needs to be possessed by teachers considering that technological developments and changes are constantly evolving.

Knowledge of technology and how to use it in supporting the teaching and learning process. In TPACK, teachers' knowledge to integrate technology in learning makes learning effective and efficient (Suyamto et al., 2020). Technology knowledge also refers to all the basics of technology that can be used to support learning, ranging from simple technologies such as pencils and paper to digital technologies such as the internet, video projectors and so on (Schmidt et al., 2014)

Things related to basic knowledge in the use of technology are needed to support the understanding of the material to be learned. (Jordan, 2011). Technological Knowledge (TK) ability of a teacher can be seen from knowledge and skills related to information (ICT/ICT) with indicators, namely; 1) Knowing various kinds of technology that can be used for learning; 2) Able to use technology in providing learning (Janah, 2022).

Technological Knowledge (TK) of teachers in this study is based on Devies' theory in Dwi Anis Aris Dhawati and Hariyatmi which includes the ability to use hardware and software.

1.7.2.2 Pedagogical Knowledge (PK)

Pedagogical Knowledge (PK) is a teacher's knowledge of the processes and practices or methods used in the teaching and learning process. It includes the overall goals, values and objectives of education. A teacher with deep pedagogical knowledge understands how students construct knowledge and acquire skills and helps them develop positive habits of

mind and positions towards learning (Koehler & Mishra, 2009). Pedagogical Knowledge (PK) refers to teaching methods and processes and also includes knowledge in classroom management, lesson plan development, assessment, evaluation and teaching methods (Schmidt et al., 2014). A teacher's Pedagogical Knowledge (PK) ability can be seen from the teacher's knowledge in managing the learning process, with indicators, namely: Knowing and being able to determine learning strategies that will be used in class (Janah, 2022).

1.7.2.3 Content Knowledge (CK)

Content knowledge ia teachers' knowledge of the subject matter to be studied or taught. The content to be covered is different at each level of education. As said by Shulman that this knowledge will include knowledge of concepts, theories, ideas, organizational frameworks, knowledge of evidence as well as established practices and approaches to developing such knowledge. A teacher is expected to master this ability to teach. Content knowledge is also important because it determines the specific way of thinking of the discipline in each study.

According to Shulman, content knowledge includes knowledge related to the real thing in general, organizing, implementing, and connecting ideas and can develop students' understanding of science (Koehler & Mishra, 2009). Shulman added that Content Knowledge (CK) is a teacher's knowledge of concepts, ideas, frameworks, theories, knowledge of evidence, as well as practices and approaches in developing subject matter (Koehler & Mishra, 2009).

According to Smith Content Knowledge consists of: knowledge of the content of the material, knowledge of how to think about the concepts discussed, and knowledge of giving examples that are relevant to the concepts discussed.

Based on the explanation above, it can be concluded that Content Knowledge (CK) is a teacher's knowledge in mastering the subject matter to be taught which includes knowledge of concepts, theories, ideas,

organizational frameworks, as well as existing practices and approaches to be developed.

These three elements interact with each other to create a better learning experience for students. For example, a teacher must know how to use technology to teach certain content effectively, as well as understand how best to deliver the material so that students can understand and apply it in a real context.

1.7.2.4 TPACK Indicators

There are six TPACK components with their respective indicators for each TPACK component. The TPACK indicators by Titik Suryani et al. (2021), which are in the table below:

Component TPACK	Definition	Indicator
Technological Knowledge (TK)	Teachers' ability to understand and utilize technology in learning.	1. Designing learning media. 2. Use MS Word in learning administration. 3. Understand and can access the internet 4. Display teaching materials in the form of power points.

Pedagogical Knowledge (PK)	Teachers' ability in the process of teaching and learning activities.	1. Understanding in applying the right learning model in teaching. 2. Understanding in the application of appropriate learning strategies in teaching. 3. Understanding in the application of appropriate learning methods in teaching.
Content Knowledge (CK)	The teacher's ability to master the learning material that will be taught to students.	Mastering the learning material being taught.
Technological Content Knowledge (TCK)	The teacher's ability to utilize technology to present learning materials.	1. Selection of appropriate technology-based learning media in presenting

		learning materials. 2. Appropriate use of technology-based learning media in presenting learning materials.
Technological Pedagogical Knowledge (TPK)	The teacher's ability to teach a series of learning materials using strategies that can make it easier for students to understand learning materials.	1. Learning activities using technology as a cognitive tool. 2. Use of technology in finding references. 3. Technology tools to support the learning process.
Pedagogical Content Knowledge (PCK)	The teacher's ability to teach a series of materials using strategies that can facilitate students in	1. Use of analogies in learning. 2. Providing concrete examples in

	understanding learning materials.	everyday life so that the material is easy to understand.

Table 1. 1

1.7.3 Merdeka Belajar Curriculum

Education in Indonesia has undergone various changes and improvements in curriculum policies since Indonesia's independence. Starting from 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006 and 2013. These changes come from the results of analysis, evaluation, predictions and the challenges faced are constantly changing. Changes will still continue because curriculum policies are dynamic, contextual and relative (Neliwati, 2023). Curriculum policies are dynamic because they continue to develop and are adjusted to the development of the times, science and technology, the level of intelligence of students, culture, value system, and the needs of the community (Wahyudi, 2023). Curriculum policies are contextual because they are needed and based on the context of the times. Curriculum policies are relative because the resulting curriculum policies are seen as good or perfect in their time and will not be relevant in later eras.

In Indonesia, curriculum development is not only realized in the form of educational policies, namely through ministerial regulations that are the basis and umbrella of curriculum implementation, but also involves the formulation of other educational policies related to the curriculum. In this case, the National Education Standards (SNP) derived from the national education system policy are formulated first as the main reference in curriculum development. Referring to

Government Regulation No. 57 of 2021 concerning National Education Standards article 3, there are 4 (four) national education standards that directly refer to curriculum development, namely (1) graduate competency standards, (2) content standards, (3) process standards, and (4) educational assessment standards.

Referring to the logic of the national education policy, the government formulated the Pancasila student profile as an ideal description of Indonesian students in response to developments and changes in local, national, and global life. The Merdeka Curriculum was developed to provide meaningful and effective learning experiences in developing the copyrights, feelings, bodies, and spirits of students as lifelong learners with Pancasila character (Fahri et al., 2023). In other words, the Merdeka Curriculum was developed to achieve and support the Pancasila learner profile.

The Merdeka Belajar Curriculum is an educational approach that gives schools, teachers, and students more autonomy in designing, managing, and evaluating the learning process (Maulidina et al., 2024). This curriculum focuses on essential materials and the development of students' competencies and character (Rudi Hartono et al., 2023). This approach aims to create a learning experience that is more relevant and in accordance with the needs and interests of students.

Merdeka Curriculum, is a concept created to enable students to explore their individual interests and abilities (Maghfiroh & Sholeh, 2022). Students are no longer required to study subjects that are not their primary areas of interest under a Merdeka Curriculum. According to their interests, students are able to select the course material they want to study (Simatupang & Yuhertiana, 2021). In addition, the Merdeka Curriculum is an autonomous learning program that gives educators and learners the flexibility to experiment, study on their own, and use their creativity when designing lessons and learning activities. To provide

teachers the time to organize and assess the actual learning process, educators will be able to create lesson plans quickly and effectively. Creating lesson plans is becoming a simpler and faster process. It can incorporate cooperative learning techniques and bring creativity to each class by modifying the resources used (Sanra et al., 2022).

Based on definition provided above, it can be said that the Merdeka Curriculum serves as a guide for learning that makes learning more adaptable and pleasurable for both teachers and students. There is no compulsion for students to study things they are not interested in. With this concept, it is hoped that it can increase student's creativity, and also student's learning achievements are classified as very good.

1.7.3.1 Basic framework of the Merdeka Belajar Curriculum

1.7.3.1.1 Aims

Merdeka curriculum aims to realize meaningful and effective learning in increasing faith, devotion to God Almighty, and noble character as well as developing the copyrights, tastes, and senses of students as lifelong learners with Pancasila character (Mulyadi & Ramadhani, 2024). In this case, the concept of lifelong learners with Pancasila character is realized or described in the Pancasila learner profile. The formulation of the Pancasila learner profile is actually based on the consideration of changes in the global context that must be responded to, including related to the world of work, social, cultural, and political changes, and national interests related to national culture, nationalism, and the national development agenda which is the mandate of the 1945 Constitution and Pancasila (Anggun Apriliani Zahra Rosyiddin, Riche Cynthia Johan, 2022).

1.7.3.1.2 Principles of Independent Curriculum Design

The Merdeka Belajar Curriculum in Indonesia carries the principle of integrated learning and focuses on developing students' character and

competencies through three types of learning activities: intracurricular, co-curricular, and extracurricular.

a. Intracurricular Learning

Intracurricular learning is an activity that is carried out in the classroom according to a predetermined schedule and time allocation. The main goal is to achieve the learning outcomes that have been determined in the curriculum (Sawaki et al, 2024). The benefits of intracurricular activities include the development of students' abilities in accordance with predetermined learning outcomes. In addition, students can understand the subject matter well, which is useful for current learning, preparation for exams, and as provisions for the next level of education (Herlina et al., 2023).

b. Co-curricular Learning

Co-curricular learning focuses on projects that support the strengthening of the Pancasila Learner Profile. These activities are interdisciplinary in nature and aim to develop students' character and general competencies. (Lubis, 2024). The Pancasila Student Profile Strengthening does not aim to achive specific learning outcome targets, so it is not tied to subject content (Damayanti & Al Ghozali, 2023). Through this approach, students are invited to engage in activities that foster a sense of social responsibility and leadership, as well as the ability to collaborate in teams. (Mandasari et al., 2024)

c. Extracurricular Learning

Extracurricular learning is an activity that is carried out outside formal lesson hours and is optional. These activities are designed according to the interests and talents of students, giving them the opportunity to explore their potential outside the academic field. (Iskandar et al., 2024) Examples of extracurricular activities include

art clubs, sports, and student organizations, all of which aim to support students' personal and social development.

1.7.3.2 Characteristics of the Merdeka Belajar Curriculum

The main characteristics of an independent learning curriculum are: 1) Project-based learning for soft skills and character development according to the learner profile of Pancasila 2). Focus on essential materials so that there is sufficient time for in-depth learning for basic competencies such as literacy and numeracy.3) Flexibility for teachers to carry out differentiated learning according to the abilities of students and make adjustments to the context and local content. (Wiguna & Tristaningrat, 2022). The following is a review of the main characteristics of the Merdeka Belajar Curriculum.

1.7.3.2.1 Learning Emphasizes Essential Materials

Merdeka Belajar curriculum has a strong focus on essential materials, namely literacy and numeracy. By prioritizing quality of learning over quantity (Dewi et al., 2024). This process is carried out by reducing the Basic Competencies in each subject, so that teachers and students can focus more on essential competencies that support the continuation of learning at the next level, as well as allowing students to explore more relevant material and giving teachers the space to adjust teaching methods according to student needs (Kurniati et al., 2020).

1.7.3.2.2 Character Development Through Pancasila Project

The curriculum also emphasizes student character development through project-based activities, known as the Pancasila Student Profile Strengthening Project (P5). This project is designed to shape students' character and soft skills in an interactive and applicable way (Purwandari et al, 2022). Through this project, students not only learn theory but also apply it in a real context, which helps them develop social and leadership skills as well as reinforce the values of Pancasila in everyday life. (Lahabu et al., 2023)

1.7.3.2.3 Flexible Learning

One of the key aspects of the Merdeka Curriculum is flexibility in the learning process. Teachers are given the freedom to adjust teaching methods according to the needs and abilities of students. (Bakri et al., 2013). This includes adjustments to the local context and local content, so that learning becomes most relevant and close to students' daily lives. This flexibility allows adjustments to learning content and teaching methods to be relevant to the demands of the times, so that learners can optimally develop 21st century skills (Fakhri, 2023).

1.7.3.3 The Foundation of the Merdeka Belajar Curriculum

The curriculum needs to be developed with a clear and solid foundation. According to Ornstein and Hunkins (2018), there are several main foundations for curriculum development, namely the philosophical, historical, sociological, and juridical foundations. In addition, the development of theories and discourses of science, especially educational science, also needs to be considered in curriculum development.

The Merdeka curriculum was developed referring to several foundations or bases for developing the curriculum.

1.7.3.3.1 Philosophical foundation

Philosophical foundation which discusses and identifies the philosophical foundation and its implications for developing the curriculum. this foundation has the role of providing boundaries related to education that will be carried out. this curriculum development must also be in accordance with the existing foundation. existing developments cannot be separated from the initial concept of an independent curriculum that provides breadth for teachers and students. the development carried out must ensure that students can learn in accordance with the concept of an independent curriculum (Musklih, 2020). Existing curriculum development must also ensure that teachers

can get the same portion of lesson hours and main tasks in accordance with the current independent curriculum.

1.7.3.3.2 Psychological foundation

The psychological foundation has a study centered on the science of understanding and studying human behavior. in line with this, the curriculum is basically a guideline used in the world of education so that educational goals run well. psychology enters this realm as a consideration of whether this curriculum can be realized or not. the elements of psychology related are learning psychology, learning psychology and social psychology (Suryaman, 2020).

1.7.3.3.3 Sociological foundation

Sociological foundation in addition to being the foundation of curriculum development, sociology at its core is also the foundation of education. Basically humans are social creatures who are cultured and socialized. however, the process of uniting individuals with society does not just happen. Socialization will make individuals able to live in society without deviating from behavior in social life (Anggraeni et al, 2020). The sociology of education carries out its function to examine various kinds of relationships between education and society. sociology of education is a scientific analysis of social processes and patterns of social interaction in the education system.

1.7.3.3.4 Theoretical foundation

According to suwandi 2020 curriculum development refers to various historical experiences that influence the curriculum being developed. the study of the historical foundation will provide a clearer and more complete understanding of the curriculum, both in the past, present and future dimensions. with the historical foundation, curriculum development will be able to avoid mistakes that have occurred in the past and can provide an understanding of futursitic things that must be accommodated in curriculum development.

1.7.3.3.5 Technology foundation

In line with existing technology, technology has a wide space to accommodate it so that development occurs so rapidly. with the rapid development of science and technology, education in all its aspects must accommodate these developments. institutional arrangements, utilization of management and others must be carried out in utilizing science and technology. with the development of an independent curriculum, the development carried out must be adapted to existing technology. the use of technology must be carried out in order to achieve the objectives of existing curriculum development.

1.7.3.4 English subject in Merdeka belajar Curriculum

English learning is one of the areas given priority in the Merdeka Belajar Curriculum in order to achieve the governments goals of improving all dimensions of the Pancasila Studens Profile, including global diversity as a result, eglish learning is increasingly being applied at Elementary School (Kemendikbudristek, 2022). Morever, general English in the national curriculum at the Primary and Secondary School levels allows students to gain insights about themselves, social relationships, culture and internationally available career prospects (Kemendikbudristek, 2022). Then students can acquire access to the outside world and learn diverse ways of thinking by studying English.

The objectives of the English subject for the students are able to:

1.7.3.4.1 Develop communicatibe competence in English with various multimodal texts (oral, written, visual, and audiovisual)

1.7.3.4.2 Develop intercultural competence to understand and appreciate the perspective, practices and products of Indonesian and Foreign cultures

1.7.3.4.3 Develop self-confidence to express as an independent and responsible individual

1.7.3.4.4 Develop critical and creative reasoing skills.

Additionally, learning English focuses on improving the capacity to utilize English in six language skillls, including listening, speaking, reading, viewing, writing and presenting in many sorts of texts in an integrated manner. Morever, the learning outcomes of these six English skills are aligned with the Common European Framework of Reference for Languages: Learning, teaching and Assessmen (CEFR) (Pertiwi & Pusparini, 2021).

According to (Kemendikbudristek, 2022), English Learning outcomes Phase E are as follow:

a. Listening - Speaking Element

By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.

b. Reading – Viewing Element

By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.

c. Writing – Presenting Element

By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self- correction strategies, including punctuation and capitalization. They express ideas and use common/ daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.

It can be concluded that the goal of phase E is learners use spoken, written and visual texts in English to communicate according to the situation, purpose and audience/reader. Various text types such as narration, description, procedure, exposition, recount, report and authentic texts are the main references in learning English in this phase. Learners use English to express their wishes/feelings and discuss topics that are close to their daily lives or hot issues according to the learners' age in this phase. They read written texts to learn something/get information. Implicit inference skills, when understanding information, in English begin to develop. Learners

produce a greater variety of written and visual texts, with awareness of purpose and target audience.

1.7.4 Challenges

According to Rollings and Ernest (2003) Challenge refers to competition and obstacles faced in their activities. Challenges can inspire individuals to win competitions and complete obstacles, to achieve an achievement (Nursyafia, 2023). According to Lauer (2001) A very large level of difficulty can evoke adequate responses, but challenges that are too weak and too hard, are unlikely to evoke adequate responses (Ismail N, 2022).

1.7.4.1 Teachers' Challenges in Adapting Learning Technology

The digital era faced by educational institutions and their tools is responded with various forms of problems in Indonesia. Not many educational institutions are ready to adapt quickly and integrate it into the learning space directly. Various parties both at the level of organizers or implementing institutions of educational programs have realized that the digital era is an unavoidable change of circumstances. Therefore, the implementation of the learning process in the digital era must involve the commitment of all related parties. (Dedi, 2022).

1.7.4.2 Teacher Challenges in Implementing the Curriculum

The implementation of the independent curriculum, in addition to providing answers to some of the problems inherent in the quality of Indonesian human beings and educational problems so far, is specifically intended to encourage students in learning to develop according to their interests, talents, potential and natural needs. Learners are also given the freedom to become subjects and part of the agents of change in the learning process. In the implementation process, of course, it is not as easy as imagined, but there are various challenges that need to be elaborated and solved to achieve the goals of national education within the framework of an independent curriculum (Muna, 2023).

First, the challenge of human resource readiness (teachers) as the main pillar of implementing an independent curriculum. The existence of teachers in implementing an independent curriculum is the locomotive and driving force for the success of various independent learning programs such as differentiated learning, implementing projects to strengthen the profile of Pancasila students and learning assessment and empowering technology as a learning support tool. Therefore, strengthening the existence of teachers through development programs according to their needs needs to be carried out continuously and consistently, especially if you look at the results of the teacher professional development program so far, it has not had a significant impact on improving quality in Indonesia.

Second, the challenge of teacher ability in empowering digital-based technology facilities. As the direction of the learning process in the independent curriculum is technology-based, it is time to empower digital technology for each subject teacher in learning services, especially in the search and use of various learning resources. This implies that now and in the future every teacher is required to master digital technology as a basis for learning activities. Under these conditions, teachers should be familiar with and utilize learning platforms, email, hybrid learning, e-learning, digital-based learning resources and medians. With this effort, learning can be made broader in scope, interesting, interactive, contextual and allows for more in-depth development of material as needed. Through the empowerment of digital-based learning, students are also trained to utilize technology positively, adaptive and innovative to technological developments.

Third, the challenge of strengthening communication networks and partnerships between education units and relevant stakeholders. No matter how sophisticated and great the learning curriculum is designed, without the support of effective communication networks and partnerships by education units with relevant stakeholders, the implementation of the

curriculum will run less optimally and may even find obstacles. The urgency of supporting communication networks and partnerships carried out by schools is to strengthen the implementation of an independent curriculum through mutual cooperation synergy, sharing inspiration and support to realize meaningful learning for students.

1.8 Previous Research

In order to make this research valid, the researcher takes seven previous researches to support researcher's study. The first research about the development of digital competence of Islamic Education teachers in elementary schools within the framework of the Independent Curriculum. The goal of the study is to explore the development of digital competence among Islamic religious education teachers at the elementary school level within the framework of the Merdeka curriculum. The study used descriptive qualitative research methods.

The study found that the development of digital teacher competencies takes place through two stages. The first stage involves strengthening digital competence by following technical guidance on the management and use of ICT for elementary school teachers, developing it by self-study through the use of YouTube, making products in the form of Google Sites, and using it in the learning process in the classroom. The second stage involves the use of various digital technologies such as Whatsapp Group (WAG), Zoom Meeting, Google Meet, Google Classroom, and the development of learning models.

The second research about Teacher Digital Competency Based on Teaching Level The goal of the study was to diagnose the digital competence of PAI (Islamic Education) teachers after the pandemic based on the level of teaching. The study involved a survey of 68 (SD, SMP/MTs, SMA/MA, SMK) PAI teachers who teach at different levels of schools in Cirebon City, West Java, Indonesia. The questionnaire was developed based on the DigiComp framework and focused on five dimensions: information and data

literacy,communication and collaboration, making digital content, security, and problem-solving. Meanwhile, this research utilizes the Digital Competence Framework for Educators (DigComp Edu) and focused on six dimensions: professional engagement, digital resources, teaching and learning, assessment, empowering learners, and facilitating learners' digital competence.

The study found that PAI teachers lacked digital competence in various aspects, including creating digital content, problem-solving, and information and data literacy. The research also revealed that teachers at the elementary level had the highest percentage of agreement in all aspects, while teachers at the MTs level had the lowest percentage of agreement.

The third research about This research focuses on the strategies and challenges faced by English as a Foreign Language (EFL) teachers in developing their digital competencies during the transition to online learning due to the Covid-19 pandemic. The purpose of this study is to explore how EFL teachers adapt their teaching methods and overcome the challenges that arise in the context of digital learning. The method used in this study is narrative inquiry with semi-structured interviews. The researcher conducted interviews with three EFL teachers at the secondary level to collect data regarding their experiences in integrating technology in teaching. This research draws on the ICT framework for teachers developed by UNESCO, which provides guidance on how teachers can use information and communication technology in the learning process.

The results showed that the respondents had different experiences in developing their digital competencies. They faced various challenges, such as the need to learn new technologies and improve their digital skills. Despite the challenges, the teachers realize the importance of technology integration to support the learning process and increase students' awareness of digital applications.

The fourth research about the digital competence of prospective teachers in the English Language Education Study Program at Atma Jaya Catholic University, Indonesia. This study explores pre-service teachers' perceptions of their digital competencies in the context of language teaching, particularly in the use of information and communication technology (ICT) following the COVID-19 pandemic.The purpose of this study is to investigate prospective teachers' perceptions of their digital competencies & assess how these digital competencies can facilitate their online teaching through the use of ICT. This research utilizes mixed methods, which includes: Quantitative & qualitative. This research is based on the Digital Competence Framework, which includes five dimensions of digital competence.

The results showed that: prospective teachers have positive perceptions of all five dimensions of digital competence required for online teaching. They feel that these digital competencies are very important to improve their teaching effectiveness & This study also recommends the need for more integrated curriculum planning to support the development of future teacher candidates' digital competencies. Whereas, this study used the digital competence for educators framework, the subject of this study was also an English teacher and the method used was also qualitative only.

This research focuses on the digital competencies of teachers at SMK (Vocational High Schools) in Sekadau Regency. The main objective of this study is to evaluate vocational subject teachers' awareness and ability in using digital learning, as well as to understand how these digital competencies can affect the learning process. The method used in this study is a qualitative method with data collection through questionnaires given to 25 teachers. The underlying theory of this study is the Teacher Digital Competence Belief (TDCB), which emphasizes the importance of teachers' digital competence in improving the quality of learning and preparing students to face challenges in an increasingly digital world of work.

The results show that the average score of the six aspects of TDCB is 71.28, which falls into the "good" category. This indicates that teachers at SMKs in Sekadau Regency have a good understanding of the importance of using digital technology in learning. This study also highlights that despite limitations in the availability of technology, teachers still strive to utilize digital technology in their learning process. Meanwhile, this study uses a qualitative method with data collection through interviews with 6 English teachers and aims to find out what are the challenges and strategies that teachers face in integrating digital technology in learning.

The similarity of the research that the researcher conducted with the three research above is that they all discuss the issue of teacher digital competence. While the difference lies in the variables, subjects and objects of research, research location, research focus and research methods. Among the three studies above, the same research method as the researcher is the second research. The research that the researcher conducted focused on the Digital Competence Framework for educators. Whereas in previous research using the Digital Competence Framework which is divided into five areas.

The researcher also took the previous research on TPACK, the first research analyzed the learning process using the TPACK approach, explained the challenges and efforts in its implementation, and described the results of the learning. The objectives of this study are: Describe the analysis of the TPACK-based learning process, explain the challenges and efforts in TPACK-based learning and describe the results of TPACK learning at SDN 2 Kandangsapi. The method used in this research is a qualitative approach with descriptive method. The theory used in this research is TPACK, which is a framework for integrating technology, pedagogy and content in the learning process. The results show that TPACK can be used as a technology-based learning approach to adapt to current developments, the TPACK approach must be supported by various aspects, such as technological devices (laptops, cellphones, projectors, learning videos, and the internet) and finally

the impact of TPACK learning is seen in students' skills in understanding subject matter and using technology.

The next research discusses the implementation of TPACK (Technological Pedagogical Content Knowledge) to improve teacher creativity in elementary schools. The method used is a systematic literature review. This research collects and analyzes articles relevant to the topic of TPACK from the Google Scholar database. Theories Used: The theory used in this study is TPACK, which is a framework for understanding how technology, pedagogy and content can be integrated in learning. This study found that the application of TPACK in education at the primary school level has a significant impact on learning processes and outcomes. TPACK can enhance teachers' creativity, enrich students' learning experiences, and improve students' academic and non-academic outcomes. However, there are obstacles in implementation, such as limited human resources and technology facilities.

1.9 Frame of thought

In this study, the researcher explores the challenges faced by teachers when integrating digital technology into the Merdeka Belajar Curriculum. The study also explores the strategies teachers employ to address these challenges. This diagram illustrates the key elements involved, including the characteristics of the Merdeka Belajar Curriculum, digital competence, and the challenges and strategies in integrating digital technology.

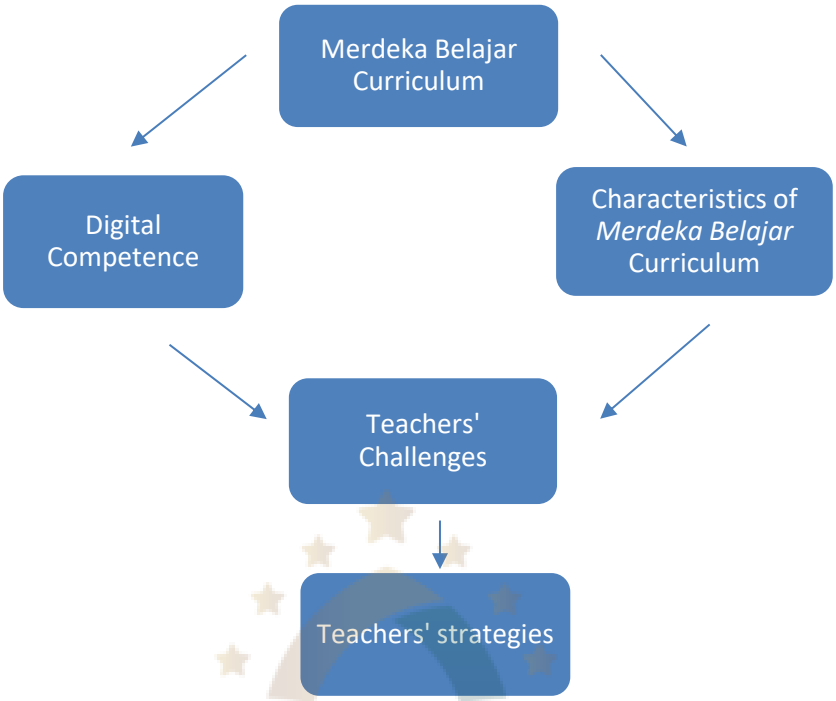

Figure 1. 3

1.10 Research Method

In this chapter, the researcher outlines the specific procedures or methods used to identify, select, process, and analyze data related to a topic. It includes the research design and steps taken, the sources and types of data, the techniques for data collection, the methods of data analysis, and the research timeline.

1.10.1 Research design and steps of the research

This study used descriptive qualitative method. Qualitative research is a research method that investigates, explores, and examines a problem in research. The study also found answers to the problem based on the results of the data (R. L. Sari, 2021). Qualitative descriptive research is a method of investigating the status of a group of humans to create an object, such as a photograph, that is systematically, factually, and accurately descriptive about the fact or phenomenon under

investigation (Dari & Zasrianita, 2021). The steps that a researcher needs to take in conducting case study research are: choosing a research topic, considering research theory, formulating problems, collecting data, processing and analyzing data, and drawing conclusions and research reports.

1.10.2 Source and type of data

Observation and interviews are the main sources of data in this study. In the observation, the researcher observed the overall condition of the school, including the infrastructure and the use of technology in the learning process. Data was also collected through in-depth interviews with teachers. The results of these interviews were recorded in the form of transcripts containing the direct words of the respondents. The researcher tried to capture the essence of their explanations in order to analyze the data more deeply.

1.10.3 Data collection techniques and instruments

In the data collection technique, the researcher employs two primary methods: observation, interviews and documentation. Observation is a method used by researchers to explore information about characteristics in direct observation such as events, situations, processes, and that kind of thing (Afriyanto, 2022). The researcher did observation to complement data from the interview. Observation needed as an evident of the word of the people because the words may differ from the action (Rahma, 2022).

Interview is a process when a person as a researcher asks questions of one or more participants (Rashidi et al., 2014). Interviews became the main source of this research. In this research, the subjects are English teachers from two different educational institutions: vocational high schools (SMK) and senior high schools (SMA). Specifically, the informants consist of three English teachers from SMK and three English teachers from SMA.

Documents are records of events that have occurred, this can take various forms such as writing, pictures and others. Arikunto said that documentation is used to find data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agendas, and so on. In this study, documentation was conducted to trace documents related to the object of research in order to obtain secondary data to complement primary data related to documentation of the state of the school environment and other related documents.

1.10.4 Trustworthiness of the Data

Trustworthiness is a way to minimize errors in the process of obtaining research data which of course has an effect on the validity of the final results of a study. Checking is carried out by researchers to produce data that can be accounted for and trusted scientifically. Qualitative research can be declared valid if it has a level of credibility, transferability, dependability, and confirmability tests.

1.10.4.1 Credibility

In testing credibility, researcher use the triangulation, the type of triangulation chosen is method triangulation. Method triangulation is a data validity check that directs researcher to collect data from a variety of available methods. Method triangulation is done by checking data information obtained through interviews, observations and documentation (Helaludin & Wijaya, 2019).

1.10.4.2 Transferability

Transferability or external validity shows the degree of accuracy or applicability of research results to the population where the sample was taken (Moelong, 2017). In this study, researchers collected as much information as possible including literature searches to make and report research results in detail, clearly and accurately.

1.10.4.3 Dependability

Dependability, also called reliability, is the stability of data over time. One technique for achieving dependability is to involve a thorough and detailed review of data and supporting literature by an external reviewer (Polit & Beck, 2006).

1.10.4.4 Confirmability

Confirmability is objectivity or neutrality of data, where agreement is reached between two or more people about the relevance and meaning of the data. Research is said to be objective when it has been agreed upon by informants. Researchers have carried out confirmability by showing the results that have been made to informants and supervisors to get suggestions and comments

1.10.5 Data analysis technique(s)

Data analysis in research requires researchers to organize information obtained from various sources into a summary of observations and conclusions. This process involves systematically searching and collecting data from interviews, field notes, and other materials, so that the results can be clearly understood and conveyed to others

1.10.5.1 Data Reduction

First, researchers collected data on the challenges of English teachers and strategies in dealing with challenges in integrating digital technology through interviews, observations and documentation. Researchers then copied the data. Data that is irrelevant and unrelated to the topic will be eliminated.

1.10.5.2 Data Display

After the data is reduced, the next step is to display the data. In qualitative research, presenting data can be done in a narrative text. It is convenient to understand the description of the characteristics investigated

if the data are presented briefly, clearly, in detail, and comprehensively (Dari & Zasrianita, 2021).

1.10.5.3 Conclusion Drawing or Verification.

The conclusion is the process of drawing the contents of the data collected in the form of a good statement and having clear data (R. L. Sari, 2021). The analyzed data is interpreted by looking for important factors. With reference to the purpose of the study, these conclusions are written in easy-to-understand summary sentences (Dari & Zasrianita, 2021).

1.11 Research Timeline

No	TARGETS	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.	Prepare Literature																				
2.	Instruments																				
	Data Collection: Observation																				
	Interview																				
	Data Analysis																				

3.	Finding																			
	Discussion																			
4.	Finishing																			

Table 1. 2