

CHAPTER I

INTRODUCTION

1.1 Background of the Research

The development of the global world in the 4.0 era affects various fields of human life, including in the aspect of education, where the education system can also be improved. The way people work changes, as does the way people interact and communicate. In the end, education and culture are also affected by the industrial revolution 4.0 (Duggan, 2019). The aim is to improve the quality of education to be able to compete with other countries and help improve the quality of education in Indonesia (Prahani et al., 2020; Nurulaeni & Rahma, 2022; Munif, 2015). The industrial revolution 4.0 with its various advances in communication and information technology has facilitated access to learning resources and learning networks available in cyberspace. The transfer and dissemination of various knowledge can be done anytime, anywhere, and without any restrictions, regardless of whether the learners are students of an educational unit or not. One of the elements of education that is often changed to improve the quality of education in Indonesia is the curriculum (Sonzarni et al., 2022). In this case, the curriculum must provide essential knowledge, skills and ethics to respond to the reality of the industrial revolution 4.0. If there is no curriculum in the education process, its implementation will be hampered because there are no guidelines or instructions for implementing it.

The curriculum is a very essential base in the teaching and learning process. According to some experts, the curriculum is seen as the center of the educational process, and the success of learning outcomes relies heavily on the quality of the used curriculum (Asri, 2017). In terms of theory and execution, the educational curriculum is usually viewed as stable, but in practice, it can be adjusted into a flexible curriculum (Huda, 2017). Recently, the Ministry of Education, Culture, Research and Technology launched a self-directed curriculum policy (Meke et al., 2022). This curriculum aims to offer freedom in the learning process and assist students in feeling relaxed and at ease while learning (Nurulaeni & Rahma, 2022).

The Merdeka curriculum essentially acts as a guide for creating and deciding the layout and practical execution of the curriculum, including the traits of learning and assessment. The goal is to enhance quality that is more adaptable and fosters the growth of individual potential (Kemendikbud, 2020). With the rollout of a modern curriculum, difficulties and issues may arise if the government rules and guidelines implemented fall short of expectations (Susetyo, 2020). Thus, it is not surprising that the execution has not been flawless and teachers, especially English teachers, continue to encounter many obstacles.

The merdeka curriculum has led to numerous changes in the learning process. The merdeka belajar curriculum is evolving with increased flexibility and strength in delivering fundamental learning and fostering student character and skills (Kemendikbud, 2019). One key aspect is the availability of teaching modules as an alternative to lesson plans, which includes educational materials, teaching methods, and assessment (Maulida, 2022). Teaching modules are viewed as an essential tool to aid the execution of merdeka curriculum learning (Syahria, 2022). The teaching module represents a new addition to the lesson plan, but there is a significant difference between the teaching module content and the lesson plan. With the merdeka belajar curriculum, teachers can be more innovative in creating teaching modules in two distinct ways. Teachers have the liberty to select or modify teaching modules that have been prepared by the government to better meet student needs. They are also able to create teaching modules tailored to the topic and the specific characteristics of each student (Maulinda, 2022). However, teachers continue to encounter various obstacles when attempting to create learning modules that align with Indonesian Merdeka Curriculum Standards. According to Nurul and his colleagues in 2016, teachers believe that updating teaching modules is a difficult task that demands a significant amount of time and effort.

There are still many teachers who require training to develop learning modules. This is because teachers are occupied with classroom instruction and other activities at school. Additionally, they believe that creating learning modules is a difficult task that takes considerable time (Nawawi, et al., 2017). *The teaching*

module provided is actually quite good, but in practice it does not match the conditions in the field. For example, the time available is not sufficient to implement all elements, there is a lot of confusion in understanding the relationship between parts of the module, and there is a lack of training for teachers. In addition, the suggested methods are sometimes difficult to apply in the classroom, so we have to improvise to keep learning effective." (The result of interview from Nemi, English teacher at SMPN 1 Dukupuntang on August 29, 2024 at the school). Teachers' emphasis on producing education unit curriculum documents because being one part of the merdeka curriculum, for instance, often overlooks the significance of understanding the traits of education units as the foundation for creating a curriculum that aligns with these traits. In theory, teachers need hands-on training to enhance learning tools that correspond with the curriculum, such as learning modules. Teacher skills in managing the curriculum are a crucial part of teaching competence that teachers must acquire (Prawira and Nugraha, 2021). Therefore, the implementation of an merdeka curriculum through the utilization of learning modules can be viewed as a beneficial move in the educational implementation in Indonesia that has been adjusted to modern changes.

The use of the merdeka curriculum in the field is still not fully put into action properly due to several challenges, one of which is the issue of using teaching modules during the learning experience. Teaching modules only serve as decoration, because many teachers have difficulty implementing them in the learning experience. Teachers frequently do not utilize modules effectively for various reasons, including not understanding the modules and lacking time for preparation (Susanti et al., 2021, p. 3). Teachers are also noted to be more concerned about the appearance of the teaching module and whether they are required to create the document rather than understanding the purpose of the teaching module to assist them in (Kemendikbud, 2024, p. 97). Additionally, it was observed that teachers and principals also experience anxiety regarding the correctness of their practice, suggesting that the practices, which indicates that the accountability system is often linked with the policy implementation process. Therefore, a teacher-created learning module should be a consistent implementation tool, not just a planning

document. This way, learning modules may become unrelated or even obstruct effective learning.

The issue of irrelevance regarding the application of learning modules is one of the important points in the world of education. According to (Hamzah, Hamzah & Zulkifli, 2022, p. 12), modules are intended to enhance teachers' knowledge, abilities, and practices. At every level of education, from elementary schools to universities, we are still trying to adjust to the current curriculum. Therefore, we continue to strive to realize the national education system. According to the explanation given by Jannah and friends. There are several obstacles faced in implementing an merdeka curriculum. One of the things that needs to be considered is increasing teacher creativity in designing learning modules, setting clear learning objectives, and ensuring that lesson plans are made carefully before proceeding to planning learning activities every week. This will help teachers to focus on strengthening Pancasila values in this aspect of their schoolwork. Therefore, teachers' learning practices can be adapted to the teaching module because the module helps improve the effectiveness, efficiency, and quality of learning.

The implementation of learning modules is one of the key steps in supporting an effective, efficient and sustainable education process. There are various concerns in the area of implementing learning modules. First, research on module development and implementation (Munfaati, Nasihah, Ni'mah, Senta & Tsurayah, 2022), (Shaifuddin & Nashir, 2022), (Noviantari & Agustina, 2023), (Tonapa & Pamenang, 2022), and (Reantaso & Digo, 2022). Second, research on teacher evaluation (Kasman & Lubis, 2022) and (Haruna, 2022). Third, research on teaching effectiveness and the learning process (Munna & Kalam, 2021). Another concern is the evaluation of learning modules (Olipas, 2022) and (Hamora et al., (2022). From some of the above studies, there are several gaps in the realm of module development and implementation.

In the context of these studies, there are several gaps that need to be considered, which will be discussed in this study. First, there is a lack of research that specifically analyzes how teachers design, adapt, and adjust module content

according to the specific needs of the classroom. Tomlison (2021), emphasizes the importance of differentiated learning, where teachers tailor learning content, processes and products to meet students' individual needs. Therefore, it is key to improving teaching effectiveness. Secondly, there is a gap in research regarding the factors that influence the appropriateness or unsynchronization of applying the content of English teaching modules in learning practices. Smith & Jones (2021) suggest that it is important to conduct research that considers various factors that may affect the appropriateness of teaching modules. More in-depth research on these factors can help teaching module makers match the needs and realities in the field. Third, there is a gap identifying the factors that support and inhibit the application of English teaching module content in learning practices. Harrington (2021) states that understanding the factors supporting and inhibiting the implementation of English teaching modules is important in learning practice. This is because teaching modules can assist teachers in designing lessons that are focused on clear learning objectives.

Therefore, this study addresses several important gaps in the context of using English language teaching modules. First, there is a lack of research investigating how teachers apply module content according to classroom needs. Research that addresses how teachers adapt and customize the content of teaching modules to meet the specific needs of students is still very limited. Second, there is a gap in the factors that influence the appropriateness of teaching module implementation. The lack of analysis of the factors that influence the suitability or incompatibility between teaching modules and real classroom practices is a gap that needs to be filled. Third, there is a lack of identification of supporting and inhibiting factors for the implementation of English teaching modules in learning. There is a lack of studies that specifically identify the supporting and inhibiting factors in the implementation of English teaching modules. Therefore, research in this regard can help teachers to design more targeted, relevant and contextualized lessons in supporting learning.

1.2 Identification of the Phenomena

Based on the researcher's observations, there are several phenomena that occur in the implementation of the English learning module. Therefore, this research discusses how these phenomena occur, these phenomena become the focus of research to find the right picture, as follows:

- 1) The English teaching module doesn't align with the principles and objectives of the merdeka curriculum.
- 2) The module's content is doesn't match teaching practices in the merdeka curriculum.
- 3) Several factors support or inhibit the implementation of the module in learning.

Researcher took the identification of phenomena about the implementation of learning with teaching modules as the basis of learning because this research is expected to see how the suitability of the contents of the English teaching module with educational standards or with the principles and objectives of the Merdeka curriculum. Where it can be seen how this module is in accordance with its implementation in learning practices, as well as the supporting and inhibiting factors for the teaching module to be implemented.

1.3 Delimitations and Focus of the Study

In this study, researcher examined how to manage learning with teaching modules as the basis for learning. The data source of this research examines Junior High School teachers in one of the Junior High School in Cirebon district, namely SMP Negeri 1 Dukupuntang. This research examines the 8th grade English teaching module with the theme of Chapter 4, No Littering. It consists of 3 chapter units, Unit 1 Did It Rain Last Night, Unit 2 What Happened with a Sea Animals, Unit 3 You Can Help, each of which uses differentiated learning model. SMP Negeri 1 Dukupuntang was chosen as the implementation site because this school has a good reputation in Cirebon Regency and is known as a school that has a conducive learning environment and is supported by professional educators. This junior high school is expected to be an ideal place for researcher. Or it can also be said that because the Junior High School has a moderate quality, it can be said to be the best

but still in standard quality. Therefore, it is expected that SMP Negeri 1 Dukupuntang can represent most of the schools in the region. Thus, research in medium quality Junior High School can provide a more representative picture of the general condition of learning management in the region, both in the highest and lowest quality Junior High Schools.

1.4 Research Questions

From the phenomena seen regarding the use of English teaching modules in the Merdeka Curriculum, the researcher concludes that the research focus needs to be directed at several main questions. Therefore, these three questions become the main foundation in this study, as follows:

- 1) How does the English teaching module align with the principles and objectives of the Merdeka Curriculum?
- 2) How suitable is the English teaching module for Merdeka Curriculum based teaching practices?
- 3) What are the supporting and inhibiting factors in implementing the English teaching module?

1.5 Aims of the Research

From the research questions of the problem that has been compiled, the researcher sets research objectives that can provide a clear and comprehensive picture of the suitability of the module in supporting the learning process in accordance with the principles and practices of the Merdeka Curriculum, as follows:

- 1) Analyzing the alignment of the English language teaching module with the principles and objectives of the Merdeka curriculum.
- 2) Analyzing the suitability of the English language teaching module with teaching practices in Merdeka Curriculum.
- 3) Identifying supporting and inhibiting factors in implementing of the English language teaching module in learning practices.

1.6 Significances of the Research

Research on English language teaching modules in the merdeka curriculum is significant because English language teaching plays a crucial role in connecting students to the global context and supporting the development of 21st century skills. The finding of this research is to give much significance not only theoretically but also practically provided in the explanation below.

1.6.1 Theoretically

The results of this research to be used as information related to the learning process that involves in the use of an independent curriculum, as well as the interaction between teachers and students stated in the teaching module, mapping challenges in its implementation and its possible solutions, researcher can identify teaching strategies and supporting and inhibiting factors that influence the learning process.

1.6.2 Practically

The understanding gained from this research is important foundation in developing a more effective learning process that suits the needs of the times. In terms of practically, this research can be useful as follow English teachers

1.6.2.1 English Teachers

This research helps the other English teachers that still confuse how the teacher doing the learning process on the merdeka curriculum implementation. This research is expected to help teachers understand how best to utilize teaching modules in learning.

1.6.2.2 Schools

This research uses as a tool to the teacher evaluate for the school, provides support for innovation in learning management. Thus, this research helps in developing effective learning management models as a tool in the learning process.

1.6.2.3 Other researchers

This research is to make a valuable contribution to the scientific literature in the field of education. For example, the results of this research can become a source of reference for future researchers to develop more effective learning management practices.

1.7 Theoretical Foundation

1.7.1 Definition of the Curriculum

The concept of curriculum can be understood from different perspectives, as outlined by the researcher (Yamin et al., 2021). Daga (2020), as referenced by Zainuri (2022), states that the curriculum offers a clear path and is essential to educational policy. A well-structured curriculum leads to effective educational strategies since "the curriculum is the heart of education." Essentially, the curriculum embodies the essence of education that should be executed in a creative, adaptive, and timely fashion, aligning with advancements in society, science, technology, and the skills required by communities and employers (Suryaman, 2020).

Rusman (2008) asserts that a curriculum is a structured learning program aimed at fulfilling the educational objectives of an institution. Hence, the curriculum is crucial to enhancing school education quality, impacting the overall success of national education. A curriculum can be viewed as the overarching outline or framework of a course, detailing how instructional content is organized for teaching and learning. Rusdiana & Nasihudin (2019) indicate that the foundational stages in curriculum development consist of planning, execution, and assessment. These aspects are clarified in the following sections.

1.7.1.1 Planning

Planning within the curriculum involves preparing for learning, where educators must be ready to improve their teaching practices. Prior

to initiating learning, teachers should engage in preparation. Dewi & Sumardi in Astuti et al. (2020), as cited by Laila et al. (2022), identify seven critical elements that need to be addressed in learning, including the context, learners, educational objectives, content to be taught, selected teaching strategies, learning resources, and assessment methods.

1.7.1.2 Implementation

In this phase, learning activities should be organized comprehensively and systematically while being responsive to real-time learning conditions. The lesson plan serves as a guide to optimize the teaching process reflecting the predetermined arrangements. In this regard, teaching materials ought to be suited to the learners' needs and skills. Consequently, learning activities should comprise a series of targeted actions and suitable strategies.

1.7.1.3 Evaluation

Evaluation refers to the process of assessing both the implementation and outcomes of the educational framework in relation to established objectives. This evaluation not only examines student performance but also the learning experience itself; educators can leverage the evaluation findings to gain insights into student growth, choose appropriate materials, and select effective methods. Sukmadinata (2019) emphasizes that educators significantly contribute to the planning, execution, and evaluation of the curriculum. Teachers act as planners, implementers, and developers of the curriculum in their classrooms. Although they may not originate the curriculum concepts, educators are able to adapt and refine the curriculum from central guidelines to fit their classroom contexts. Therefore, as key figures in curriculum development, teachers are also responsible for assessing and enhancing the curriculum.

1.7.2 Merdeka Belajar Curriculum

Merdeka Belajar curriculum is a new initiative from the Minister of Education and Culture that is now being introduced in Indonesia's education system this year. Its goal is to enhance the quality of human resources. The Merdeka Belajar Curriculum comprises four new policy points from the Indonesian Ministry of Education and Culture: the National Examination (UN) has been replaced with a Minimum Competency Assessment and Character Survey, the National Standardized School Examination (USBN) is now managed by schools, simplification of the Learning Implementation Plan (RPP), and the introduction of a zoning system for new student Admissions (Nugrohadhi & Anwar, 2022). For this reason, the learning approach in the new curriculum will differ. Previously, learning occurred mainly in classrooms, whereas the Merdeka Belajar curriculum aims to foster a vibrant learning environment outside of the classroom (Marisa, 2021). The Ministry of Education and Culture has initiated Merdeka Belajar, marking the start of reforming our rigid educational framework. This policy allows students increased freedom, providing them with more chances to explore, engage in open discussions, and go on field trips rather than just sitting in class with their teacher (Pertiwi & Paspardini, 2021).

Merdeka Belajar curriculum policy represents a significant advancement in elevating the quality of education in Indonesia. The Merdeka curriculum alongside Merdeka Mengajar is part of the efforts to recover from the learning crisis, enhance the quality of education, and serves as recent innovations to assist teachers in connecting, collaborating, and inspiring towards achieving the profile of Pancasila students for the progress of Indonesian education (Sumandya, 2022). The main features of the Merdeka Belajar curriculum include (1) project-based learning aimed at developing soft skills and character traits aligned with Pancasila students' profiles, (2) an emphasis on fundamental subjects such as literacy and numeracy, and (3) allowing teachers to adapt lessons based on their students' abilities and the relevant local context and content (Irvan et al., 2021), (Rosmi, 2016) cited in (Idhartono & Badi'ah, 2022).

1.7.3 Supporting and Inhibiting Factors in Merdeka Curriculum Implementation

According to Oxford dictionary, challenge is a new or difficult task that test someone's abilities and skills. In this case, challenges related to the curriculum are often arise, usually due to a lack of outreach to teachers or students related to the curriculum implemented in schools, so that the impact of the lack of socialization makes the teacher's or students' knowledge minimal. However, in addition to problems, there are also opportunities that exist in implementing the teaching module. According from Merriam Webster dictionary that opportunities are favorable circumstances, opportunities or supporting factors in the implementation of the English open module are aspects that can facilitate and improve the effectiveness of learning. In addition, frequent changes in government policies in the education system that confuse students and teachers will have an impact on student learning outcomes (Solichin, 2016). Furthermore, according to Manik et al., (2022), he argues that the preparation of human resources and supporting facilities are the factors that can affect the success of implementing merdeka learning.

According to Susanti et al., (2023), in teaching and learning with an independent curriculum, teachers still need help applying differentiated learning methods and styles that adapt to students. Therefore, teachers must be required to understand the character and condition of students in class before designing learning so that what has been formulated in the lesson plan can be realized in accordance with reality. In designing learning, the teacher has the task of designing learning programs, including organizing teaching materials, presentations, and evaluations (Zulaiha et al., 2022). But, in merdeka curriculum, there are many learning items but less time, the amount of time in learning is reduced because some of the remainders are allocated to projects (Susanti et al., 2023). According to Ibrahim (2022), in reviewing the factors of the independent curriculum, some aspects need to be studied, divided into supporting and inhibiting factors.

1.7.3.1 Supporting Factors

Supporting factors the implementation of the merdeka curriculum come external from the student motivation, student interests, learning system, and learning material. Supporting factors extenal to the successful implementation of the Merdeka Curriculum is about the clarity of the policy content, in this case the content of the merdeka curriculum is clear and detailed so that it is easier to implement (Subarsono, 2014). Supporting factors for implementing the merdeka curriculum are teachers who are competent in using technology, teacher self-motivation, independence in training and learning communities, more contextual learning concepts, and the application of PMM (Nikmah, et al., 2023). Supporting factors which is strategic in nature, and supporting factors those are technical and operational (Wahyuni, et al., 2021). According to Ibrahim (2022), in reviewing the factors of the merdeka curriculum, some aspects need to be studied, divided into supporting and inhibiting factors.

1.7.3.1.1 Students' Motivation

Students' learning motivation is a major factor in the successful implementation of the English teaching module. If students have high motivation from the start, they will more easily understand and absorb the material provided. This motivation can be influenced by various factors, such as interesting learning methods, the use of technology in learning, as well as support from teachers and the surrounding environment. The assessment system implemented by schools to determine students' interests and talents and the absence of class management and grouping based on interests and talents. If the school implements an assessment system that takes into account students' preferences and potentials, learning can be more targeted and in line with their needs.

1.7.3.1.2 Student Interest

From the perspective of students' interest, a supporting factor for the implementation of merdeka curriculum is the flexibility in learning that allows students to choose material according to their interests and talents. With this approach, students are more motivated and active in learning, because the material studied is more relevant to their interests. In addition, limited resources and teacher readiness to accommodate diverse interests can also hinder the successful implementation of merdeka curriculum.

1.7.3.1.3 Learning System

The learning system is an organized mix of people, materials, facilities, equipment, and procedures that interact to achieve a goal of obstacles in compiling learning procedures, namely in preparing content that varies according to student's learning styles. Implementation of the merdeka curriculum is leadership that involves teachers, students, and parents in decision making. Principals and teachers who support collaboration create a learning environment that is more flexible and suits students' needs, so learning becomes more effective and relevant.

1.7.3.1.4 Learning Material

By mastering learning material, the learning process in class can be more productive and improve student achievement. In addition, according to Lutfiana (2022) stated that before making learning tools at the beginning, students must first assess to determine potential, nature, needs, stages of development, level of academic achievement, and other fundatnental factors. The teacher must also plan learning

activities in style, including preparing learning materials, and learning methods used in the learning process.

1.7.3.2 Inhibiting Factors

Inhibiting factors the implementation of the Merdeka curriculum come from the student attitude, school facilities, and teacher competency. Inhibiting factors are that teachers still lack understanding in implementing the Merdeka Curriculum, especially P5, busy teaching schedules, additional teacher duties, and conceptual errors in implementing the Merdeka Curriculum (Nikmah, et al., 2023). Obstacles are things that hinder, hinder, or hold something back (Kristianda, 2020). Inhibiting factors implementation of the Merdeka Curriculum, among others, is the lack of ability of the implementers, in this case the teachers who teach in the classroom class, not all of whom understand the contents of the curriculum, one of which is because they have never participated in training on the Merdeka Curriculum (Redana & Suprpta, 2023).

1.7.3.2.1 Student Attitude

Attitude/behavior is an internal psychological factor that has an important role in the learning process. A student will want and study hard or not depending on his attitude. In this case, the attitude in question is the student's positive attitude/response to the lesson, the teacher who teaches, and the environment in the classroom. Challenges in dealing with student attitudes are independent learning processes, and styles tend to be freer, so it is sometimes difficult to control students during learning. Especially during group discussions or project assignments, many use gadgets for interests outside of education or make it an opportunity to go outside the classroom.

1.7.3.2.2 School Facilities

The availability of adequate facilities and infrastructure, such as comfortable classrooms, laboratories, libraries, access to technology, and learning environments are factors that support the exploration of student interest. However, the inhibiting factor is the limited facilities in some schools, especially in areas with limited resources. Lack of access to technology, adequate teaching materials, and learning spaces that support project-based learning can hinder the flexibility and effectiveness of Merdeka Curriculum.

1.7.3.2.3 Teacher Competency

Teacher competency is the readiness and ability of teachers to adapt learning methods that are flexible, innovative, and based on student interests. Teachers who have pedagogical, digital, and learning differentiation competencies can manage the classroom more effectively and support the development of student potential. However, if teachers are still fixated on conventional methods and are less able to adapt learning to student needs, then the implementation of this curriculum will be less than optimal. In addition, the high administrative burden can also reduce teachers' focus on developing more creative and innovative learning.

1.7.4 Principles of Merdeka Curriculum

This section outlines the foundational principles for creating the Merdeka Curriculum, informed by evaluations of prior curricula as well as the underlying framework and strategies for curriculum enhancement. While there are many principles involved in curriculum design, to clarify the Merdeka Curriculum's context, three key principles have been established: (1) ensuring and enhancing the development of competencies and character, (2) providing flexibility, and (3)

concentrating on critical content (Kemendikbud, 2024). The details are as follows.

1.7.4.1 Competency and Character Development

The Merdeka Curriculum aims to comprehensively develop students' competencies and characters in alignment with Pancasila values. Competencies encompass literacy and numeracy, which apply beyond just subjects like Indonesian Language and Mathematics; they are utilized in various real-life situations from a young age through engaging and creative play-based learning activities (OECD, 2010; Trelease, 2019). The focus is on blending knowledge, skills, and values (Bignall, 2018; McPhail & Rata, 2016), which include empathy, positive behavior, and social involvement. Furthermore, it stresses the importance of balancing academic education with value-based education and both physical and mental health to promote students' overall wellbeing (UNESCO, 2021). Physical education is intended to develop health, confidence, teamwork, and coordination rather than just producing athletes. In a rapidly changing world, the curriculum should be relevant and contextually appropriate without overwhelming students with excessive material, such as integrating practical financial principles into economics education. This approach is designed to equip learners to tackle the challenges of 21st-century society with a well-rounded set of skills and character. The three primary categories of 21st century skills also referred to as the 3Ls are learning skills, literacy skills, and life skills, according to Voogt & Roblin (2010). First, learning skills, sometimes known as the 4Cs, focus on teaching students the cognitive processes necessary to adapt and prosper in a contemporary culture. The second literacy skill, known as IMT, focuses on how students can discern between facts, data, and supporting technology. This allows students to identify trustworthy sources, which in turn helps them separate real information from false information in online spaces. Third, FLIPS, or

life skills, examines the intangible aspects of learners' everyday lives with an emphasis on both professional and personal attributes. 21st century talents that help students get ready for the future are included in the three categories.

1.7.4.2 Flexible

The Merdeka Curriculum Development prioritizes adaptability, allowing educational institutions and instructors to tailor the curriculum based on the needs of their students, the vision and mission of the school, cultural aspects, and local wisdom. This adaptability is designed to maintain the curriculum's relevance to shifts in the environment and current issues, which aligns with global curriculum reform trends, such as in the UK, where a centralized model was replaced by advisory frameworks (OECD, 2020; UNESCO, 2017).

In the Merdeka Curriculum, specific technical guidelines are substituted with foundational principles of execution that are not strictly obligatory. Learning objectives, teaching modules, and projects aimed at enhancing the Pancasila learner profile serve as inspiration rather than mandatory directives. This approach allows educational institutions and educators the liberty to create a functional curriculum tailored to their own contexts while providing support through guiding documents for implementation.

1.7.4.3 Focusing on Essential Content

A cluttered curriculum can cause educators to concentrate only on high-performing students while leaving those who struggle, particularly from low-income backgrounds, even more disadvantaged (Pritchett & Beatty, 2015). Research from Kemendikbudristek (2021) indicates that a simplified emergency curriculum can minimize learning deficits, especially among students from lower socioeconomic statuses. This approach aligns with suggestions from the OECD (2020a, 2020b) to

prioritize vital competencies, lessen academic burdens, and enhance student well-being. Furthermore, the curriculum should address global challenges like climate change, financial literacy, and healthy living (UNESCO, 2021). Clear and practical strategies are also crucial for the effective adoption of educational transformations. Thus, the Merdeka Curriculum is developed with input from a variety of stakeholders, including teachers, scholars, and educational organizations, to ensure it is relevant, adaptable, and well-received by those implementing education (Ornstein & Hunkins, 2018).

1.7.5 Objectives of the Merdeka Curriculum

The Merdeka Curriculum seeks to foster meaningful and effective education that enhances faith, devotion to God, and moral character, while also nurturing the skills, tastes, and senses of students as lifelong learners embodying Pancasila values. The Pancasila Learner Profile was created to address the challenges posed by global changes in various areas, including employment, social life, culture, and politics, while preserving the principles of nationalism, cultural heritage, and the national development agenda as outlined in the 1945 Constitution. The preamble of the 1945 Constitution emphasizes that the goal of the Indonesian nation is "to safeguard the entire Indonesian people and homeland, to enhance general welfare, to nurture the nation's life, and to engage in establishing a world order based on independence, sustainable peace, and social justice." This objective guides education towards shaping individuals into citizens who actively preserve the nation's cultural legacy and contribute to both national and global advancement.

Moreover, Law No. 20/2003 pertaining to the National Education System, Article 3, specifies that the purpose of national education is to cultivate abilities and forge the character and civilization of a respected nation, aimed at fostering the life of the nation. Education is also intended to unlock the potential of students, cultivating them into individuals who are faithful, devoted to God, virtuous, healthy, knowledgeable, skilled, creative, self-reliant, and responsible

democratic citizens. In this framework, the Pancasila learner profile serves as a roadmap to enhance the competencies and character of students.

The Pancasila learner profile is designed to represent a lifelong Indonesian learner who is competent, possesses character, and acts according to the values of Pancasila. The word "learner" encompasses all individuals involved in learning, including students, educators, and other stakeholders. To facilitate this growth, six core dimensions have been established: (1) belief and reverence for God and noble character, (2) collaboration, (3) critical thinking, (4) global diversity, (5) autonomy, and (6) creativity. These dimensions are intended to complement and develop together within learners, thus producing a generation that is not only academically accomplished but also possesses strong ethical and social values.

1.7.6 Teaching Module in Merdeka Belajar

Teaching modules serve as valuable learning tools, offering numerous benefits such as alleviating time pressures, boosting learners' motivation for independent study, and lightening the workload for educators (Merta Sari et al., 2022). The Education unit should develop these teaching modules by referencing the materials provided by the Ministry of Education and Culture during their compilation. When creating these modules, teachers need to take into account the characteristics of the students and the school environment (Anwar, 2023). In this context, the role of the teacher is crucial. Their cognitive skills are sharpened, allowing for enhancement in open teaching modules (Maulinda, 2022). Hence, the creation of teaching modules by teachers represents a vital aspect of developing pedagogical competence. This process enhances the effectiveness and efficiency of teachers' classroom techniques while relating to marketing indicators.

Teaching Modules consist of systematically organized learning materials that utilize language accessible to students, aligning with their existing knowledge and developmental stage so they can learn autonomously with

support or direction from educators (Diana et al., 2018). Pratiwi et al. (2017) state that Teaching Modules are specific instructional materials designed to be both thorough and methodical. These modules encompass a series of thoughtfully planned learning experiences aimed at helping students achieve particular educational goals.

From the definitions provided, we can infer that teaching modules are systematically organized teaching guidelines that are visually appealing and include content, methods, and learning objectives that facilitate independent study, making them easy for students to comprehend while also aligning with their existing knowledge and stage of learning, enabling them to engage in self-directed study with assistance from educators.

1.7.7 Core Component in English Teaching Module

In the merdeka curriculum, there exist specific learning goals. Within the English subject, these goals serve as essential elements that must be incorporated into the English teaching modules. As per Permendikbudristek, 2022, these essential elements consist of:

1.7.7.1 Listening-Speaking

Underwood, as referenced by Rahman, 2019, describes listening as perceiving, capturing, and comprehending the meaning of what is heard. It involves hearing, observing, feeling, recalling, and understanding. Speaking can be understood as the act of expressing a thought or idea. Asih (2015) pointed out two main justifications for teaching listening skills: students spend a significant amount of their time listening, and these skills are crucial not only in the classroom but also in everyday situations. Listening to speeches, news, narratives, and discussions are among the skills we frequently use. In this situation, students absorb what the teacher presents and then express their opinions or interests in English.

1.7.7.2 Reading - Viewing

Reading and viewing are both crucial aspects of language abilities, nurtured through a process that includes many interconnected characteristics. Reading is generally described as the act of interpreting meaning from individual words, sentences, paragraphs, or an entire text. It is sometimes viewed as an effort to grasp the significance of what one has read (Zhang, 2016). Similarly, seeing can also be defined this way. In this environment, students are expected to read and respond to a variety of texts such as narrative, descriptive, procedural, expository, recounting, and reporting texts. The following step involves reading for information and analyzing the details of different types of texts and their overall meanings. As these texts are also accessible in digital formats, students begin to understand the significant themes, issues, or developments within various storylines. Next, students identify the author's purpose and enhance their ability to make simple inferences to grasp the information implied within the text.

1.7.7.3 Writing-Presenting

Students will participate in various writing activities, including guided composition. They take on the responsibility of planning, composing, revising, and rewriting different types of texts, including correcting their own punctuation and capitalization errors. In their writing, students express ideas using familiar everyday vocabulary. The information is then conveyed in multiple formats, considering the audience's level of understanding at each stage of the process. Acquiring English language skills is not an easy process. Students face several obstacles while learning English, including challenges teachers encounter in creating independent curriculum teaching modules. This is just one of many concerns that have arisen. Nonetheless, the inclusion of this fundamental element will at least simplify the development of autonomous curriculum teaching modules for English instructors.

1.7.8 Characteristics of Good English Teaching Modules

According to Laman et al (2019), a quality English teaching module has several characteristics, including:

1.7.8.1 Self Instruction

English language teaching modules should be designed with clear objectives and can be used by learners independently. As such, students can learn at their own pace and in their own way, following the steps in the module without reliance on direct teaching. Each activity in the module should be clearly structured to ensure student understanding.

1.7.8.2 Self-Paced

English language teaching modules should cover the entire content required to achieve a particular competency or sub-competency in one comprehensive package. This means that students do not need to look for additional materials outside the module to understand the topic being studied, as everything needed is already in the module.

1.7.8.3 Standalone

English language teaching modules should function independently, meaning that they do not depend on other teaching materials to be used. The module is designed to be a whole and complete learning resource, so that students can understand and master English only by following the module.

1.7.8.4 Adaptive

English teaching modules need to be designed with the ability to adapt to the latest developments in science and technology. This ensures that the material presented remains relevant and up-to-date, covering changes in language use, learning technologies, as well as new learning aids.

1.7.8.5 User Friendly

English language teaching modules should be designed to be easily accessible and usable by all users. Every piece of instruction and information in the module should be clear, easy to understand, and support students in the learning process, including using simple language, supportive visuals, and easy-to-follow instructions.

1.7.9 Learning Model of Curriculum Merdeka

The use of learning models in the teaching and learning process aims to streamline and streamline the learning process. The use of learning models in the teaching and learning process. This indicator between teachers and students can focus on learning materials, teachers can easily convey knowledge to students, and students easily understand the material provided by the teacher. Here are some learning models in the merdeka curriculum:

1.7.9.1 Problem Based Learning (PBL) Model

Problem-based learning is an approach that imparts new knowledge to students by presenting problems at the beginning for students to solve (Arsyad & Fahira, 2023). PBL encourages students to develop critical thinking skills, collaboration, and problem-solving abilities, all of which are important for their readiness to face challenges in the real world. The application of the Problem Based Learning (PBL) learning model arises from the concept that students will be better able to explore their critical thinking skills if they are actively involved in solving a problem related to the subject (Rahmadani, 2019). In this model, students work in groups to identify problems, gather information, analyze data, and formulate solutions, while the teacher acts as a facilitator who provides direction and support.

1.7.9.2 Project Based Learning (PjBL) Model

Model Project Based Learning is a learning model that uses projects or activities as media. According to Kemdikbud (2013), learners conduct exploration, assessment, interpretation, synthesis, and information to produce various forms of learning outcomes. Project Based Learning is a learning method that uses problems as the first step in collecting and integrating new knowledge based on their experience in real activities. In PjBL, students work in teams to design, plan and implement projects that require authentic problem solving. Project-based learning is designed for use in complex problems that students need to investigate and understand. The Project Based Learning (PjBL) model is a learning model that starts or departs from a project to gain knowledge (Arsyad & Fahira, 2023). The teacher acts as a facilitator who supports students by providing guidance and resources, but learning focuses more on student initiative and creativity.

1.7.9.3 Technological Pedagogical Content Knowledge (TPACK) Learning Model

TPACK (Technological Pedagogical Content Knowledge) is a framework that combines three main components in education: content knowledge, pedagogical knowledge, and technological knowledge. Technological Pedagogical and Content Knowledge (TPACK) or knowledge of content or learning materials, pedagogy and technology is a framework concept that synergizes the use of technology in the learning process (Koehler et. al., 2013). TPACK describes how teachers can integrate knowledge to design and implement effective learning using technology. Content knowledge includes an understanding of subject matter, pedagogical knowledge relating to teaching strategies and methods, while technological knowledge includes an understanding of technological tools and resources that can be used in the learning process. According to Drajati et al., (2018) argues that there are three categories of knowledge that must be developed by teachers, namely, (1) knowledge of the content of learning

materials which involves knowledge of reality and ideas; (2) knowledge of pedagogical content which is knowledge of pedagogical content, the substance in the learning process which is interpreted as how the learning process should be conveyed so that it is more easily understood by students; (3) knowledge of curriculum or lesson plans related to how to design a learning process that synergizes between subjects and pedagogy.

1.7.9.4 Differentiated Based Learning (DBL) Model

According to Tomlinson (2014), differentiated learning is the implementation of a diversified classroom with the goal of giving students the chance to enhance their learning results. With differentiated learning, students can study material based on their unique aptitudes, interests, and requirements, preventing them from becoming discouraged and feeling like failures during the learning process Tomlinson (2017). According to the leaders of differentiated learning, Tomlinson and Moon (2013) as the leaders of differentiated learning state that there are five basic principles that help teachers in implementing differentiated learning. Those principles are learning environment, quality curriculum, continuous assessment, responsive teaching, leadership and classroom routine. Meanwhile, according to Marlina (2019), the elements of differentiated learning consist of five elements, namely the teaching environment, learning materials, learning strategies, learning design, assessment and evaluation and differentiated response. According to Carol Ann Tomlinson cited by Kristiani (2021), the differentiated learning model is a teaching and learning process that allows each student to understand the subject matter according to their respective abilities, interests, and needs. This model encourages the use of a variety of techniques and resources that allow students to learn in ways that work best for them, such as through different types of assignments, reading resources, or the use of technology. The aim is to prevent frustration and failure in the learning process (Wahyudi, et al., 2023). The Differentiated

learning model is based on the teacher's belief that every student has the potential to develop optimally according to their abilities. In DBL, teachers provide different learning experiences for each student in order to achieve the same learning objectives, taking into account each student's learning pace, learning style and level of understanding. Teachers use various teaching strategies that are appropriate for each student, so that they can achieve their learning potential to the fullest (Sarnoto, 2024). Tomlinson (2017), explains the basic principles associated with differentiated learning, as follows:

1.7.9.4.1 Learning Environment

The physical space of the school and the classroom where students spend their time learning are both included in the learning environment. According to this idea, educators must consider the safety and comfort of their students. The physical classroom must be set up effectively to meet the requirements of the lesson. The desks and chairs of the students should be rearranged to fit the current lesson.

1.7.9.4.2 Learning Planning on a Quality Curriculum

It goes without saying that a good curriculum must have specific goals so that teachers know what to strive for at the conclusion of each lesson. Furthermore, the teacher focuses on the pupils' comprehension rather than the facts they learn.

1.7.9.4.3 Learning Strategy

Learning strategy with tutorials, independent study, seminars, debates, learner-led discovery approaches, and gamified education are some of the instructional approaches that can be used to provide student choice strategies (Gordon, 2014). According to Tomlinson (2013), there are four ways to apply differentiated learning: content, method, product, and learning environment. setting for learning. According to Mariati et al. (2021), teachers might use the following four

strategies: learning content differentiation, learning process differentiation, and learning product differentiation. learning that is differentiated.

1.7.9.4.4 Differentiated Content, Process and Product

According to Tomlinson (2000), there are four ways to apply differentiated learning: content, process, product, and learning environment (Fitra, 2022). Content-based strategies refer to the curriculum or subjects that pupils have studied. process-based strategies, specifically in the form of exercises and methods for students to process the knowledge, facts, and concepts they acquire while participating in educational activities. Product-based strategies refer to the form or outcomes that students achieve as a result of the knowledge and skills they have acquired throughout the activity phase.

1.7.9.4.5 Assessment and Feedback (Continuous Assessment)

The first assessment conducted by the teacher is an assessment at the beginning of the lesson before discussing a topic. Before talking about a lesson topic, the instructor conducts an assessment at the start of the class as the first assessment. The purpose of the initial assessment is to gauge students' readiness and approach to learning objectives as well as their level of understanding of the information or subject matter to be learned. Thus, the term "learning readiness" refers less to the students' intellectual capacity and more to their starting knowledge or pre-knowledge.

1.7.9.4.6 Responsive Teaching in Cotivational Engagement

Teachers who are competent and creative are essential to learning because they allow students to engage with one another and make the classroom come to life

(Octavia et al., 2023). Learning practices that respect diversity and give students a chance to participate actively boost student motivation and engagement. Students that are more engaged will be more inspired to learn, which can improve their learning outcomes.

1.7 Previous Studies

In this section, researcher pinpoint and examine multiple studies that are intricately connected. The creation of lesson plans by English instructors in Merdeka Belajar has been explored in various studies. The initial study was carried out by Munfaati, et al., (2022). This research focuses on the content analysis of the English teaching module titled "Practical English" utilized by students who are not majoring in English. The findings of this research indicated that the book satisfied most of the criteria listed in the evaluation checklist. The teaching module is well-structured and integrates language skills such as listening, speaking, reading, and writing in a relevant context by offering authentic resources that engage learners in real-life situations. The commonality between this study and the upcoming research is related to the focus on the English teaching module. Nevertheless, the distinction lies in the fact that this previous research concentrates solely on content analysis, whereas the upcoming researcher will analyze the practical use of the teaching module.

The second study was led by Olipas (2022). This research addresses the evaluation of learning modules designed for application development subjects and emerging technologies. The findings underline significant insights from participants that educators can consider to enhance educational materials. It can be inferred that students are highly satisfied with the learning module used in the Application Development and Emerging Technologies course. The alignment with the researcher's forthcoming study lies in the subject matter, which is the teaching module. However, the variance lies in the focus group, as this research centers on students, while the researcher aims to study English teachers at the junior high school level.

The third investigation was performed by Reantaso & Digo (2022). This study aimed to explore the roles, needs, and practices of educators in modular learning setups. The study concluded that the participating teachers were quite proactive in guiding students, assessing their performance, and developing learning resources. However, they encountered numerous challenges when implementing modular distance learning methods. Improvements are needed in areas such as instructional design, interactive technology, curriculum development, learning assessment, and mentoring. Teachers require the most assistance with instructional design, while the least help is needed in mentoring to solve the various challenges faced in executing modular distance learning approaches. The similarity with this research lies in its focus on English teachers who apply teaching modules. In contrast, the difference is found in the educational level studied, specifically junior high school, and its connection with the merdeka curriculum.

The fourth study was carried out by Shaifuddin & Nashir (2022). This study analyzes pertinent literature on the significance of module creation within the education system. It effectively summarizes the crucial role of module development in maintaining the teaching and learning process, which ultimately influences students' success. The focus of this research pertains to teaching modules. The distinction lies in its aim, as the research delves into the application of the teaching module within the learning environment.

The fifth study was conducted by Noviantari & Agustina (2023). This study examines the development of learning modules, which serve as tools and guidelines for executing the learning process in alignment with the flow of educational objectives and the arrangement that corresponds to the stages of student development. The findings highlight the execution of an independent curriculum and teacher-led instruction appropriate for various levels. The learning modules utilized by educators may vary across different educational institutions, as they depend on the specific characteristics and needs of the students at each unit. The commonality with this research is the focus on the

implementation of teaching modules in education. The unique aspect is the lack of analysis regarding the factors that support or hinder the implementation of the teaching module.

The sixth study was performed by Kasman & Lubis (2022). This research investigates the creation of evaluation tools for teacher performance within the scope of the new learning model, known as the Merdeka Curriculum. The study's findings reveal that the evaluation tool design addresses planning, execution, and assessment of teacher learning. This study shares similarities in the context of the independent curriculum concerning teacher performance. Conversely, the difference is found in the research focus, which is on the application of the English teaching module, with English teachers being the subjects of the study.

The seventh study was carried out by Munna & Kalam (2021). This research focuses on evaluating teaching effectiveness in a higher education setting. According to the findings, giving positive and sufficient formative and developmental feedback, along with incorporating role-playing, significantly boosts students' self-confidence and self-esteem. Furthermore, it was discovered that an active learning atmosphere promotes inclusivity and enhances both teachers' and students' academic performance. A common aspect of this research is the focus on English language learning. However, the distinction lies in the study's context, specifically the college setting, while the researcher aims to investigate in junior high school.

The eighth study was conducted by Tonapa & Pamenang (2022). This research addresses the creation of products in the form of discovery learning-based teaching modules to assess students' cognitive abilities in redox materials. The findings from the student response survey indicated an average score of 80.13%, categorized as good, while the teachers' feedback received a very good rating with 94%. The application of discovery learning-based teaching modules on redox reaction materials is valid, effective, and practical for enhancing students' cognitive skills. The similarity in this study is found in the focus on teaching modules. The distinction lies in the further areas of research to explore.

This research investigates the creation of discovery learning-based teaching modules to evaluate students' cognitive abilities in redox materials, whereas the researchers will look into the implementation of teaching modules and the factors that facilitate or hinder this process.

The ninth study was performed by Hamora et al., (2022). This research examines student evaluations of instructional modules created by faculty for the courses they attended in the first and second semesters of the 2020-2021 academic year. Findings indicated that the learning modules designed by the faculty were deemed acceptable and satisfactory by the students. Additionally, there was a positive correlation between students' evaluations of the instructional modules and their satisfaction level. However, students suggested that a review of the modules should occur before distribution, longer time allowances should be considered, and ample concrete examples should be included. The similarity with this research lies in the examination of teaching modules as the research subject. The difference pertains to the research group, focusing on university students and assessing their satisfaction levels in learning.

The tenth study was carried out by Haruna (2022). This research focuses on how mentors evaluate the creation and use of teaching materials by student teachers. The findings reveal that the teaching resources developed and employed by student teachers at St. Joseph's College of Education, Bechem during their teaching practice in the 2021/2022 academic year are well-crafted, suitable, effective, and highly beneficial. The similarity in this research pertains to the design of module usage. In contrast, the difference is based on the subjects of the study, which are high school student teachers examining how to assess or review the use of materials or modules.

1.8 Frame of Thought

In this study, the researcher focuses on analyzing how English teachers implement teaching modules towards a Merdeka curriculum, how they are implemented in the teaching and learning process, and what are the supporting and inhibiting factors faced by English teachers in implementing teaching modules in a self-paced curriculum. The topics related to this issue are illustrated in figure 1.

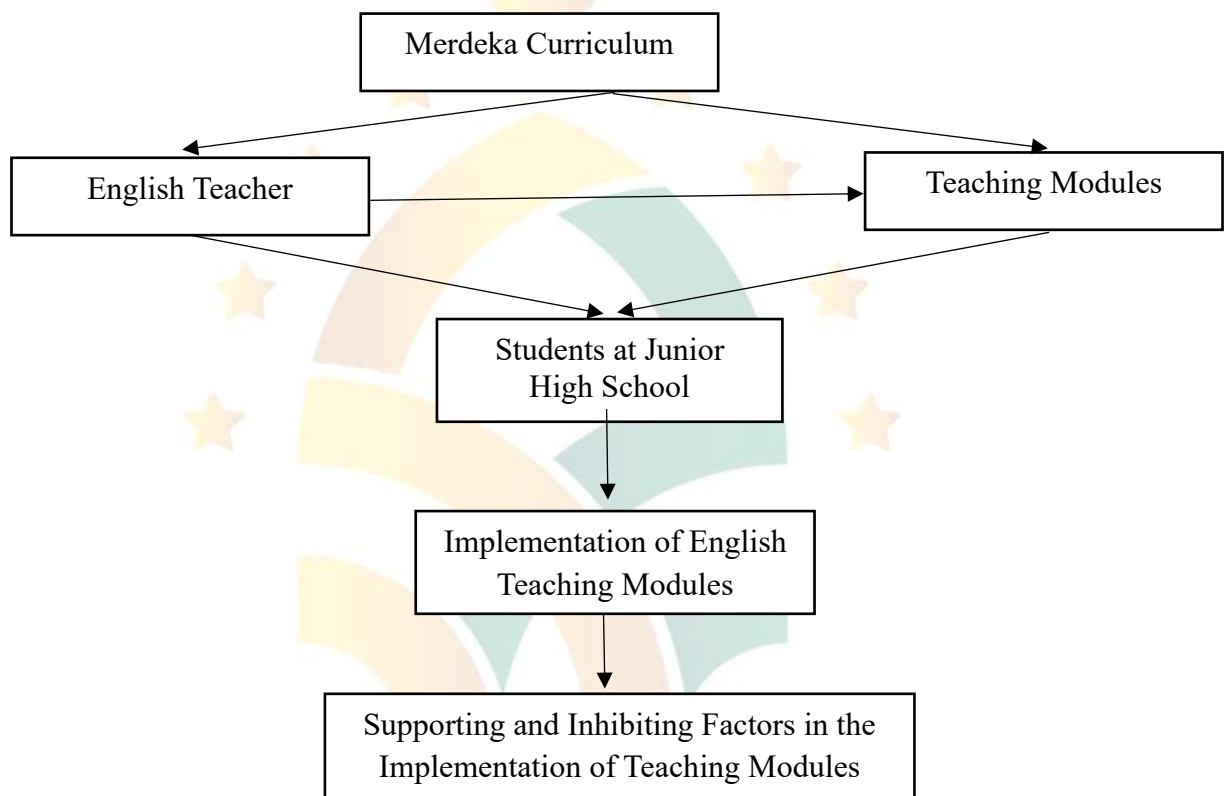


Figure 1. English Teachers Implement Teaching Modules Towards a Merdeka Curriculum

In practice, because the independent curriculum is the latest curriculum, the implementation is still not optimal. Therefore, in this study, the researcher tried to find a new way by conducting research related to the perspectives of English teachers in implementing English teaching modules in an independent curriculum. After conducting this research, the researcher hopes that this research will provide a lot of information related to the supporting and inhibiting

factors of the implementation as well as possible solutions in implementing the independent curriculum, so that with this implementation it can improve the quality of education for the better.

1.10 Research Method

1.10.1 Research Design and Steps of the Research

This study uses qualitative research methods. Data analysis in this research is using a case study approach descriptive method. According to Creswell & Poth, (2018, p.35), qualitative research starts with opinion and the use of theoretical framework that explain the meaning individuals or groups ascribe to a social or human problem. The researcher used the design is a case study, utilizing case study to define and describe the teaching modules in learning practices. This study on teaching modules review can be included in content analysis method. Because these materials can include textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or other types of documents (Azizah, 2023). The documents used in this research are teaching modules created by the educational unit that teaches English.

There are several steps that must be taken in the process of preparing this qualitative research. According to Lodico et al., (2006), there are 10 steps, namely step 1: Identifying a research topic or focus, step 2: Conducting review of literature, step 3: Defining the role of researcher, step 4: Managing entry into the field and maintaining good field relations, step 5: Selecting participants, step 6: Writing foreshadowed questions, step 7: Collecting the data, step 8: Analyzing the data, step 9: Interpreting and disseminating results. In this study, only 7 steps will be used, namely:

- 1) Identifying a research topic or focus
- 2) Conducting review of literature
- 3) Selecting participants
- 4) Writing foreshadowed questions
- 5) Collecting the data

- 6) Analyzing the data
- 7) Interpreting and disseminating results

1.10.2 Source and Type of Data

1.10.2.1 Source of Data

In the data source, the researcher obtained data from the Teaching Module created by the teacher. The data sources of this study were teachers who teach English, curriculum teachers and students in Junior High Schools. The researcher interviewed English teachers to consider them as potential data sources. The selection of these participants was driven by the purpose of collecting detailed information about the Teaching Module of English teachers for Junior High Schools. Since these teachers use the teaching module as teaching materials, they were identified as valuable data sources. This study used a qualitative approach to obtain detailed data on the problem. To deepen the data, a case study was conducted to get the right one about the phenomenon based on the real-life context (Ratnasari, 2020). A case study is an in-depth contextual investigation of one or more examples of a natural phenomenon, such as people, organizations, programs, events, geographic areas, or decisions (Tracy, 2020). In this case, the researcher analyzed the format of the teaching module carried out by the English teacher.

1.10.2.2 Type of Data

In every research activity, recognizing and understanding the type of data is a very important first step. Before going further into the analysis stage, researchers need to know the type of data that will be used. The following will explain the type of data as one of the important sub-indicators in research. In this study, the

investigator gathers information from both primary and secondary sources. This includes:

1.10.2.2.2.1 Primary Data

This study uses the 8th grade junior high school English teaching module and 8th grade English teachers as the primary data. Primary data refers to information collected directly by researcher through methods such as observation, interviews, and document analysis. As noted by Sugiyono (2018), primary data consists of original or newly collected information. In this study, primary data was obtained through document analysis, interview and observations involving English teachers to gain an in-depth understanding of the implementation and effectiveness of the English teaching module.

1.10.2.2.2.2 Secondary Data

This study also use secondary data obtained through document analysis, such as the teaching modules in each English learning model, as well as government regulations, material books, which are relevant to English learning at the junior high school level. Secondary data consists of information obtained from pre-existing sources, as explained by Sugiyono (2018). By using document analysis, researcher can review teaching modules used by teachers, as well as government policies governing curriculum implementation, to provide a broader context for the results obtained from primary data. This secondary data will help enrich the

understanding of the relevance and suitability of teaching modules used in English language learning with applicable educational policies and standards.

1.10.3 Data Collection Techniques

The research uses three methods for gathering data. The researcher uses interviews, observation and document analysis as data collection techniques to obtain deeper data regarding this study's discussion topic. The data collection techniques proposed by Sudaryono (2017) are observation, interviews, and documentation.

1.10.3.1 Interview

For this study, the researcher conduct interviews with two 8th grade English teachers who use the English teaching module in Merdeka curriculum. Sugiyono (2018) explains that this type of interview is categorized as an in-depth interview, involving semi-structured conversations where questions are asked in a more flexible manner compared to structured interviews, while still following specific interview protocols. During the interviews, the researcher asked about the perspectives of English teachers on how they implement teaching modules in their lessons. Additionally, the researcher also examined interviews about the factors that support or hinder implementation, along with possible solutions connected to the process. The researcher captured the interview details by using audio recordings, video recordings, and handwritten notes.

1.10.3.2 Observation

In this study, the researcher applied the participant observation technique, which means directly watching the subjects involved (Sudaryono, 2017). The researcher plans to visit the observed individual's environment. This observation aims to gather information on how the teaching module is used in the merdeka

curriculum during classroom implementation by English teachers. This observation was used to examine how the teacher implemented the teaching module in the learning practice in grade 8 of the junior high school. As a result, the researcher was able to evaluate how the teaching module was applied in the merdeka curriculum during the learning experience.

1.10.3.3 Document Analysis

The researcher also used document analysis as a technique to collect data to determine whether the feedback from the interviews was aligned with the documents or lesson plans created by the teachers. This analysis examined whether the teaching modules were in line with the principles and objectives of the merdeka curriculum. In this case, document analysis includes analyzing various documents such as teaching modules, government regulations and material books. Document analysis entails collecting and examining written materials, images, artistic works, or digital files. The documents collected are then studied, compared and synthesized to produce a clear and comprehensive evaluation (Nilamsari, 2014). With this approach, researcher can ensure alignment between the implementation of classroom learning and existing documents and identify whether the teaching modules used support the implementation of the merdeka curriculum.

1.10.4 Data Analysis Techniques

In this research, qualitative analysis is utilized in an inductive manner, focusing on teaching modules within learning practices. The stages involved in data analysis include data reduction, data display, and drawing conclusions or verification. Miles & Huberman outline the analytical process in this study, which starts with data reduction that involves summarizing information gathered from interviews to simplify

comprehension. The second stage, data display, follows data reduction and aids researcher in managing learning by using the previously developed teaching modules as a foundation. Finally, according to Miles and Huberman as noted in Sugiyono's book (2018), the last phase of qualitative data analysis is to draw conclusions and verify findings. Researcher initial conclusions might shift if there is a lack of solid evidence to back the subsequent data collection stage.

1.10.4.1 Data Reduction

The data collected from the interview results are very large. For this reason, it has to be recorded in detail and carefully. Summarizing, choosing the most things, centering on the important things, and looking for subjects and designs are the method in data reduction. In this data reduction process, the researcher starts by studying all the data obtained from various sources, namely observation, interviews, and document analysis with English teachers and students at Junior High School. After the information has examined, the analyst is composed within the frame of reports or information in detail. At that point, data reduction the information by making summarize and centering on the significant things. Hence, analyst must be able to recognize the information related to the inquire about.

1.10.4.2 Data Display

Displaying the data is the second steps after reducing data. Brief depictions, charts, connections between categories, flowcharts, and the like are shapes in displaying subjective inquire about. By displaying data, it can make less demanding for analyst to get it what has been caught on. In addition, after the researcher reduces the data. The second step is displaying data. After data has been collected, the analyst will organize the information into an

efficient course of action so that the peruser effectively gets it the structure or substance of the information.

1.10.4.3 Drawing Conclusion

After displaying data, the researcher drew a conclusion drawing conclusions and confirmation is the ultimate step in subjective information examination Miles and Huberman cited from (Sugiyono, 2018). New findings that have never happened or existed before can be concluding. In this step, the researcher provides conclusions related to the subject that will be talked about, information that has been reduced and displayed systematically will be concluded briefly. Findings can be in the form of describing an object that was not clear but after conducted the research, it becomes clear. The form of conclusion should answer and clarify the definition of the issues who defined by the reseaecher.

1.11 Research Timeline

Research timeline in research is a structured description of the schedule for implementing all stages of research from preparation, data collection, analysis, to reporting results. The preparation of this timeline is important to manage time effectively and ensure that each research activity goes according to plan so that the research objectives can be achieved on time. in this study as follows:

Activities	December				February				March				April				Mei				Juni			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Proposal Seminar & Research Instrument																								
Collecting Data																								

