

**INTEGRATING TOP 5 SKILLS 2025 OF WEF INTO ENGLISH
LANGUAGE LEARNING: AN ANALYTICAL REVIEW OF THE
MERDEKA CURRICULUM IN SMP AND MTS IN INDONESIA**

A THESIS

Submitted to the English Language Teaching Department of *Tarbiyah* and Teacher Training
Faculty of *Syekh Nurjati* State Cyber Islamic University Cirebon
in Partial Fulfillment of the Requirements for Undergraduate Degree



Zahwa Auly Sifatillah

Reg. Number 2108103069

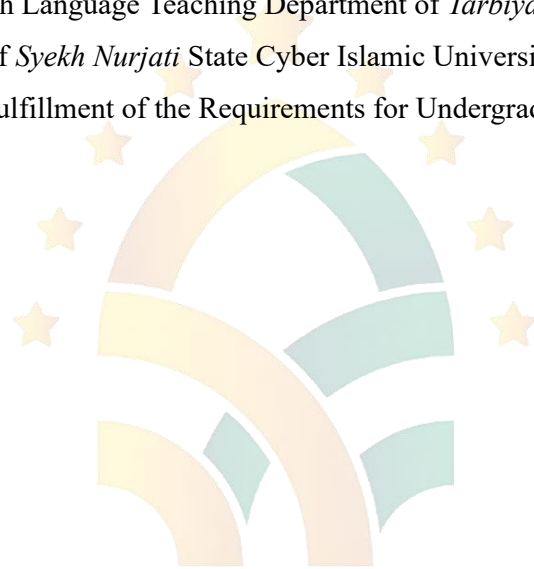
**ENGLISH LANGUAGE TEACHING DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
SYEKH NURJATI STATE CYBER ISLAMIC UNIVERSITY CIREBON**

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SYEKH NURJATI CIREBON**

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**ENGLISH LANGUAGE TEACHING DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
SYEKH NURJATI STATE CYBER ISLAMIC UNIVERSITY CIREBON
2025**

Abstract

Zahwa Auly Sifatillah. 2108103069. Integrating Top 5 Skills 2025 of WEF into English Language Learning: An Analytical Review of the Merdeka Curriculum in SMP and MTS in Indonesia

The World Economic Forum (WEF) in 2020 released five key skills predicted to be important for 2025, namely Analytical Thinking and Innovation, Active Learning and Learning Strategies, Complex Problem-Solving, Critical Thinking and Analysis, and Creativity, Originality, and Initiative. Interestingly, WEF emphasizes analytical thinking in two different skills, indicating its role as the basis for other skills. However, English language learning based on Higher Order Thinking Skills (HOTS) is still not mandated by the Indonesian government in the Merdeka Curriculum. The Merdeka Curriculum in Indonesia has not made analytical thinking a major focus. Of the five skills, the Pancasila Student Profile only highlights critical thinking and creativity, both of which actually rely heavily on analytical ability. This study aims to evaluate whether English teachers in junior high schools and MTs have implemented the five skills in learning. Data were obtained through interviews, observations and questionnaires. The findings show that both SMP and MTS only implement three of the five WEF skills. The lack of critical thinking in both schools shows that the Merdeka Curriculum has not fully adapted the Transformative Curriculum centered on HOTS. Teachers and students must collaborate and complement each other to successfully integrate these five skills. Additionally, schools must be able to provide adequate facilities and infrastructure to support the English language learning process. These results highlight significant progress in integrating 21st-century competencies into the Merdeka Curriculum; however, this integration remains limited and suggests the need for a more comprehensive approach to fully realize the potential of these five essential skills.

Keywords: *top 5 skills, merdeka curriculum, english language learning*

APPROVAL

INTEGRATING TOP 5 SKILLS 2025 OF WEF INTO ENGLISH LANGUAGE LEARNING: AN ANALYTICAL REVIEW OF THE MERDEKA CURRICULUM IN SMP AND MTS IN INDONESIA

Submitted By

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Fulfillment of the Requirements for Undergraduate Degree

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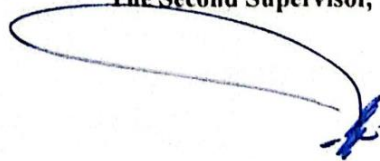
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Assalamu'alaikum Warahmatullahi Wabarakatuh

After guiding, analyzing, briefing, and correcting the writing of Zahwa Auly Sifatillah with registered number 2108103069 entitled “**INTEGRATING TOP 5 SKILLS 2025 OF WEF INTO ENGLISH LANGUAGE LEARNING: AN ANALYTICAL REVIEW OF THE MERDEKA CURRICULUM IN SMP AND MTS IN INDONESIA**”, we are of the opinion that her thesis can be offered to be presented to the English Language Teaching Department, Tarbiyah and Teacher Training Faculty, Syekh Nurjati Cyber State Islamic University Cirebon.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Cirebon, 14th May 2025

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LETTER OF AUTHENTICITY

Bismillahirrahmanirrahim

I acknowledge that this thesis entitled **“INTEGRATING TOP 5 SKILLS 2025 OF WEF INTO ENGLISH LANGUAGE LEARNING: AN ANALYTICAL REVIEW OF THE MERDEKA CURRICULUM IN SMP AND MTS IN INDONESIA”** consists entirely of my original work, with citations and references from reliable sources, written using an appropriate scientific style.

This letter of authenticity has been written in accordance with the facts. I accept full responsibility for any hazards that may arise in the future if it is determined that my work violates the ethics of scientific writing.

Cirebon, 02nd May 2025

The Researcher




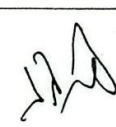


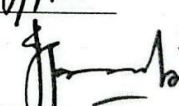

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RATIFICATION

The thesis which is entitled **“INTEGRATING TOP 5 SKILLS 2025 OF WEF INTO ENGLISH LANGUAGE LEARNING: AN ANALYTICAL REVIEW OF THE MERDEKA CURRICULUM IN SMP AND MTS IN INDONESIA”** written by Zahwa Auly Sifatillah, with registered number 2108103069, has been examined on May 27th, 2025. It has been accepted by the examiners as one of requirements for Undergraduate Degree in English Language Teaching Department of the Faculty of *Tarbiyah* and Teacher Training Syekh Nurjati State Cyber Islamic University Cirebon.

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AUTOBIOGRAPHY

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Her mother's name is Nurnaningsih, and her father's name is Djunaedi. In her family, the researcher is the only child. She was raised in a loving familial setting. Because of this, the researcher is constantly appreciative and keeps up her enthusiasm for learning.

The researcher's educational background is multifaceted. She completed one year of schooling at TKIT Al-Irsyad Al-Islamiyyah Lemahabang (graduated 2009), six years at SDIT Al-Irsyad Al-Islamiyyah Lemahabang (graduated 2015), three years at SMP Negeri 1 Lemahabang (graduated 2018), three years at SMA Negeri 1 Lemahabang (graduated 2021), and is currently enrolled in Syekh Nurjati State Cyber Islamic University Cirebon. Thank you, Allah, for all the benefits of education.

In her first year of college, the author participated in a national poetry competition organized by zen writers. The poem titled "*Angin Musim Semi*" was included in the top 100 best poems on the theme of longing. The poem was later published in a book entitled "*Semburat Rindu di Barat Bumi*" in October 2021.

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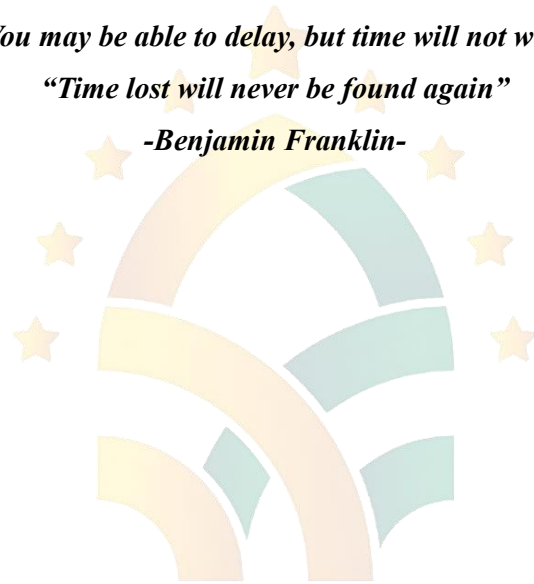
MOTTO

“Now or Never”

“You may be able to delay, but time will not wait”

“Time lost will never be found again”

-Benjamin Franklin-



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The moment has finally arrived for me to thank everyone who helped me finish my thesis. Without the help of close friends, research supervisors, and both parents, this would never have been possible. Anything from them is appreciated.

I feel incredibly fortunate to have had the opportunity to work under the guidance of my two supervisors, Lala Bumela, Ph.D., and Prof. Dr. Ilman Nafi'a, M.Ag. Their vast and unique knowledge has been unlike anything I've encountered before. They gave me the freedom to shape my thesis independently while also opening my eyes to fresh perspectives in the field of education. What made the experience even more enriching was their introduction to interconnected disciplines such as transformative pedagogy, learning-related neuroscience, multisensory approaches, and an innovative language learning strategy called reading for emotion, concepts that are rarely discussed. I am deeply grateful for their support, insight, and encouragement throughout this journey.

The completion of this thesis would not have been possible without the support and assistance of many parties. Therefore, I would like to express my deepest gratitude to:

1. Prof. Dr. H. Aan Jaelani, M.Ag. as the Rector of Syekh Nurjati Cyber Islamic University Cirebon who has given the opportunity to the author to complete the thesis.
2. Dr. H. Saifuddin, M.Ag. as the Dean of the Faculty of Tarbiyah and Teacher Training, Syekh Nurjati Cyber Islamic University Cirebon.
3. Dra. Hj. Amroh Umaemah, M.Pd as the Head of English Department at Syekh Nurjati Cyber Islamic University Cirebon.
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5. All lecturers of the English Language Teaching Department who have provided abundant guidance and knowledge during the writer's academic journey, enabling the completion of this thesis.
6. My very dear family, namely my parents, Mr. Djunaedi and Mrs. Nurnaningsih who have provided mental and financial support, providing everything I need so that I can reach this phase.
7. My best friend, Anggun Dayunah Furkhati who is always loyal to accompany my ups and downs, listen to all my complaints and random stories, and support me.
8. My best comrades, Alinda Noviyanti, Aulia Nur Azizah, Dewi Shofuro, Ismaya, Nabilah 'Ainun Nisah, Safitri, and Sri Myta' Mataa'un Suherman who have given color to my college life, sharing warmth and laughter together.
9. All research subjects or participants in this research are responsible for their willingness to contribute and share their experiences so that this research can be carried out.

Cirebon, 02nd May 2025

The Researcher

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PREFACE

In the name of Allah SWT, the Most Gracious and Merciful, all praise and thanks are due to Allah, the Lord of the universe. May the prophet Muhammad SAW (peace be upon him), his family, and his followers be blessed until the end of time. The research is entitled **“INTEGRATING TOP 5 SKILLS 2025 OF WEF INTO ENGLISH LANGUAGE LEARNING: AN ANALYTICAL REVIEW OF THE MERDEKA CURRICULUM IN SMP AND MTS IN INDONESIA”**, which is presented to the English Language Teaching Department Tarbiyah and Teacher Training Faculty of Syekh Nurjati Cyber State Islamic University Cirebon in partial fulfillment of the requirements for the Bachelor’s degree.

The researcher is confident that this thesis is still far from perfect; therefore, she will be responsible for any errors or omissions and will gladly accept any suggestions or ideas to improve it. The researcher hopes that this thesis will be of use to the English Language Teaching Department and to all readers.

Cirebon, 02nd May 2025

The Researcher

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TABLE OF CONTENT

Abstract.....	i
APPROVAL.....	ii
OFFICIAL NOTE.....	iii
LETTER OF AUTHENTICITY	iv
RATIFICATION	v
AUTOBIOGRAPHY	vi
MOTTO	vii
ACKNOWLEDGEMENT	viii
PREFACE	x
TABLE OF CONTENT	xi
LIST OF TABLES.....	xiv
LIST OF CHARTS.....	xv
LIST OF FIGURES	xvi
LIST OF APPENDICES.....	xvii
CHAPTER I INTRODUCTION	1
1.1 Background of the research.....	1
1.2 Identification of the issues	4
1.3 Limitations and focus of the study	4
1.4 Research questions.....	5
1.5 Aims of the research	5
1.6 Significances of the research.....	5
1.7 Theoretical foundation.....	6
1.7.1 21st Century Learning.....	6
1.7.2 Transformative Pedagogy	9

1.7.3	Merdeka Curriculum	10
1.7.4	Higher Order Thinking Skill (HOTS)	12
1.7.5	Skills of the Brain	16
1.7.6	Top 5 skills of 2025.....	17
1.7.7	Quality of Education in Indonesia.....	34
1.8	Previous Studies.....	40
1.9	Frame of thought.....	44
1.10	Research method.....	45
1.10.1	Research design.....	45
1.10.2	Source and type of data.....	46
1.10.3	Data collection techniques and instruments.....	47
1.10.4	Data analysis	48
1.10.5	Research timeline.....	50
CHAPTER II IMPLEMENTATION OF THE 5 SKILLS 2025 OF WEF IN ENGLISH LANGUAGE LEARNING.....		51
2.1	Research Finding and Discussion	51
2.1.1	Analytical Thinking and Innovation	52
2.1.2	Active Learning and Learning Strategies.....	61
2.1.3	Complex Problem-solving	68
2.1.4	Critical Thinking and Analysis.....	71
2.1.5	Creativity, Originality, and Initiative	71
CHAPTER III FACTORS INFLUENCING THE SUCCESSFUL IMPLEMENTATION OF THE 5 SKILLS 2025 OF WEF		75
3.1	Research Finding and Discussion	75
CHAPTER IV CONCLUSION AND SUGGESTIONS.....		81
4.1	Conclusion	81

4.2	Suggestions	82
4.2.1	English Language Teachers.....	82
4.2.2	Future Researchers.....	83
REFERENCES.....		84
APPENDICES		92



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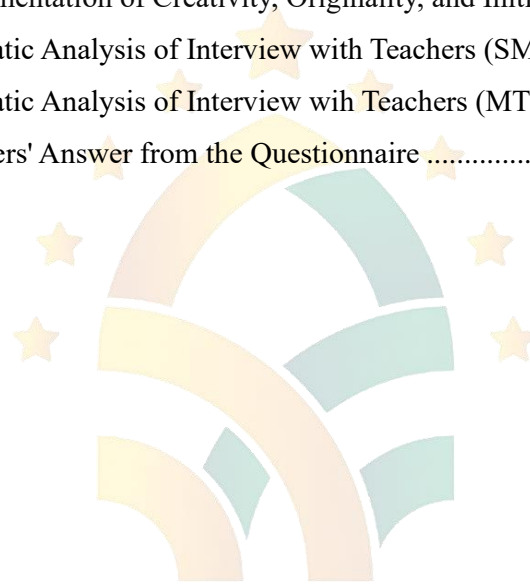
LIST OF TABLES

Table 1. 1 - Comparison Between 2020 and 2025 Skills	2
Table 1. 2 - Active vs Passive Learning	23
Table 1. 3 - Common European Framework of Reference (CEFR).....	34
Table 1. 4 - Human Development Index (HDI) Indonesia.....	38
Table 1. 5 - English Proficiency Index (EPI) Indonesia.....	39
Table 1. 6 - Programme for International Students Assessment (PISA) Indonesia.....	40
Table 1. 7 - Research Timeline.....	50
Table 2. 1 - Analytical Thinking and Innovation (SMP).....	52
Table 2. 2 - Analytical Thinking and Innovation (MTS).....	57
Table 2. 3 - Active Learning and Learning Strategies (SMP)	62
Table 2. 4 - Active Learning and Learning Strategies (MTS).....	65
Table 2. 5 - Complex Problem-solving (SMP).....	69
Table 2. 6 - Creativity, Originality, and Initiative (MTS)	72



LIST OF CHARTS

Chart 2. 1 - Implementation of Analytical Thinking and Innovation.....	52
Chart 2. 2 - Implementation of Active Learning and Learning Strategies	62
Chart 2. 3 - Implementation of Complex Problem-solving	69
Chart 2. 4 - Implementation of Creativity, Originality, and Initiative.....	72
Chart 3. 1 - Thematic Analysis of Interview with Teachers (SMP)	75
Chart 3. 2 - Thematic Analysis of Interview with Teachers (MTS)	76
Chart 3. 3 - Teachers' Answer from the Questionnaire	76



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LIST OF FIGURES

Figure 1. 1 - 21st Century Learning	7
Figure 1. 2 - Bloom's Taxonomy	14
Figure 1. 3 - Frame of Thought.....	44



LIST OF APPENDICES

APPENDIX 1 DATA SET RESEARCH QUESTIONS 1

APPENDIX 2 IMPLEMENTATION OF 5 SKILLS BASED ON TEACHER
INTERVIEWS

APPENDIX 3 ANALYSIS OF THE FIELD NOTES

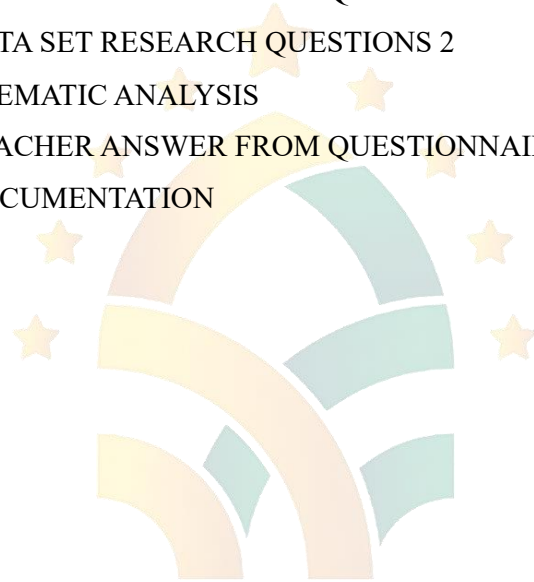
APPENDIX 4 TEACHER ANSWER FROM QUESTIONNAIRE

APPENDIX 5 DATA SET RESEARCH QUESTIONS 2

APPENDIX 6 THEMATIC ANALYSIS

APPENDIX 7 TEACHER ANSWER FROM QUESTIONNAIRE

APPENDIX 8 DOCUMENTATION



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