

**EXPLORING TEACHERS' PERCEPTIONS OF EMOTIONAL LITERACY
IN MERDEKA CURRICULUM: A CASE STUDY**

A THESIS

Submitted to the English Language Teaching Department of the Faculty of
Tarbiyah and Teacher Training Syekh Nurjati Cyber State Islamic University
Cirebon in Partial Fulfillment of the Requirements for the Bachelor Degree of
Education (S.Pd)



NURKHOTIMAH

Reg. Number 2108103105

**ENGLISH LANGUAGE TEACHING (ELT) DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
SYEKH NURJATI SIBER STATE ISLAMIC UNIVERSITY CIREBON
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ABSTRACT

Nurkhotimah. 2108103105. Exploring Teachers' Perception of Emotional Literacy in Merdeka Curriculum: A Case Study

The decline in students' abilities to comprehend texts, think critically, and regulate emotions reflects deeper systemic challenges in Indonesia's education system. These issues highlight the urgency of integrating both emotional and cognitive development into classroom practices. Emotional literacy, as the ability to recognize, understand, and manage emotions, is considered a key element in fostering meaningful learning and constructive social behavior. The Merdeka Curriculum introduces a holistic and student-centered approach aimed at developing students' character and socio-emotional competence. This research aims to explore English teachers' perceptions of emotional literacy within the implementation of the Merdeka Curriculum in junior secondary schools. It investigates how teachers perceive the relevance of emotional literacy to classroom practices, identifies the strategies they employ including reading for emotion in integrating emotional elements, and examines the challenges they face during implementation. This study applied a qualitative case study approach. Data were collected through surveys, semi-structured interviews, and document analysis involving two English teachers from a junior high school and a madrasah tsanawiyah in Cirebon. The results of the research show that teachers view emotional literacy as a vital component of English language teaching. It is integrated through reflective dialogue, character-based instruction, emotionally responsive interactions, and the use of reading materials designed to explore emotional content and student empathy. However, several obstacles hinder effective implementation. These include the lack of clear instructional guidelines, limited professional training in socio-emotional learning, and insufficient teaching tools such as audiovisual media or emotion-based activities. Some students also struggle to identify and express emotions due to the absence of structured support tools. These findings highlight the need for practical teaching frameworks, consistent teacher development programs, and accessible emotional learning resources. Strengthening these areas is expected to support the academic achievement and emotional resilience of students in alignment with the holistic goals of the Merdeka Curriculum.

Keywords: *Emotional literacy, Merdeka Curriculum, Teacher Perceptions*

APPROVAL

**EXPLORING TEACHERS' PERCEPTIONS OF EMOTIONAL LITERACY
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Submitted By

NURKHOTIMAH

Reg. Number 2108103105

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 the Bachelor Degree of Education

Approved by:

The First Supervisor

The Second Supervisor



Lala Bumela Sudimantara, Ph.D.

Hendi Hidayat, M.Pd.

NIP. 19821231 201101 1 011

NIP. 19860113 201503 1 002

SYEKH NURJATI CIREBON

OFFICIAL NOTE

The Head of English Language Teaching Department
Tarbiyah and Teacher Training *Syekh Nurjati* State Cyber Islamic University
Cirebon
In Cirebon

Assalamu'alaikum Warahmatullahi Wabarakatuh

After guiding, analyzing, briefing, and correcting the writing of Nurkhotimah with registered number 2108103105 entitled "EXPLORING TEACHERS' PERCEPTIONS OF EMOTIONAL LITERACY IN MERDEKA CURRICULUM: A CASE STUDY", we are of the opinion that her thesis can be offered to be presented to the English Language Teaching Department of *Tarbiyah* and Teacher Training Faculty of *Syekh Nurjati* State Cyber Islamic University Cirebon

Wassalamu'alaikum Warahmatullahi Wabarakatuh

The First Supervisor

The Second Supervisor



Lala Bumela Sudimantara Ph.D.

NIP. 19821231-201101 1 011



Hendi Hidayat, M.Pd.

NIP. 19860113-201503 1 002

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LETTER OF AUTHENTICITY

Bismillahirrahmanirrahim

I acknowledge that this thesis entitled **"EXPLORING TEACHERS' PERCEPTIONS OF EMOTIONAL LITERACY IN MERDEKA CURRICULUM: A CASE STUDY"** 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, 15th February 2025

The Researcher



Nurkhotimah

Reg. Number 2108103105





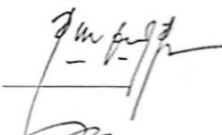
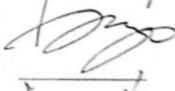
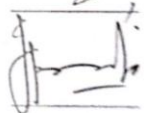

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RATIFICATION

The thesis which entitled **"EXPLORING TEACHERS' PERCEPTIONS OF EMOTIONAL LITERACY IN MERDEKA CURRICULUM: A CASE STUDY"** written by Nurkhotimah, with registration number 2108103105, has been examined on June 4th, 2025. It has been accepted by the examiners as of requirements for Undergraduate Degree in English Language Teaching Department of *Tarbiyah* and Teacher Training Faculty of *Syekh Nurjati* State Cyber Islamic University Cirebon.

	Date	Signature
The Head of English Language Teaching Department Dra. Hj. Amroh Umaemah, M.Pd. NIP. 19661214 199303 2 003	17 / 06 25	
The secretary of English Language Teaching Department Hendi Hidayat, M.Pd. NIP. 19860113 201503 1 002	17 / 06 25	
Examiner I Prof. Dr. Hj. Huriyah, M.Pd. NIP. 19610112 198903 005	11 / 06 25	
Examiner II Edy Waloyo, M.Pd. NIP. 19830407 201503 1 002	17 / 06 25	
Supervisor I Lala Bumela Sudimantara, Ph.D. NIP. 19821231 201101 1 011	11 / 06 25	
Supervisor II Hendi Hidayat, M.Pd. NIP. 19860113 201503 1 002	11 / 06 25	

Acknowledged by
Acting Dean of *Tarbiyah* and Teacher Training Faculty
Syekh Nurjati State Cyber Islamic University Cirebon
**UNIVERSITAS ISLAM NEGERI SIBER
SYEKH NURJATI CIREBON**
Dr. Ayus Ahmad Yusuf, S.E., M.Si.
NIP. 19710801 200003 1 002

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DEDICATION

Alhamdulillahirabbil'alamin, all praise be to Allah SWT, the Most Gracious, the Most Merciful. I dedicate this thesis to myself who continues to strive to complete it well. I also express my deepest thanks to my beloved father, Mr. Ade Gunawan, my beloved mother Mrs. Entin Suhartini and my beloved grandmother Supenti. Thank you for always working hard for my education, supporting me, and giving advice in every situation I face. I would also like to thank me entire extended family for their support throughout me educational journey.

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AUTOBIOGRAPHY

Nurkhotimah was born in Majalengka, 15th Agustus 2003. She lives in Blok Burujul RT/RW 002/003 Bantaragung Village, District Sindangwangi, Majalengka Regency, West Java.



The researcher was born to Atoy Saptari and Entin Suhartini. She is the first daughter in the family and has one younger sister named Afiza Ghania Putri. Throughout her life, the researcher was raised and fully supported by her mother, both emotionally and financially. Her mother's dedication and care created a nurturing environment that inspired the researcher to grow into a grateful, independent, and motivated learner.

The researcher has several educational backgrounds. She studied at SD Negeri 2 Bantaragung for seven years, SMP Negeri 3 Sindangwangi, SMA Negeri 1 Sindangwangi for three years, and now she is studying at Syekh Nurjati Cyber State Islamic Institute Cirebon for four years.

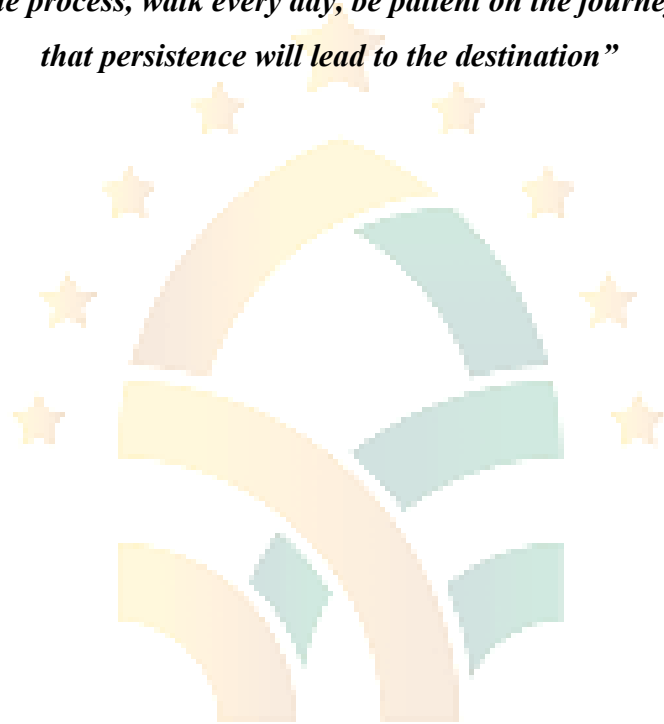
In 2021, after completing a year of working in various places after graduating from high school, the author returned to continue his studies in college. Although she never won any formal awards during college, she actively joined an off-campus community organization, where she gained valuable experience in leadership and teamwork. This involvement helped her develop soft skills that are no less important than academic achievement.

Throughout my higher education, I remained committed to meaningful learning. I believe education is not just about academic success, but also about shaping character and applying knowledge to benefit both myself and others.

The author's goal is very simple, but it touches the essence of life: to repay all the sacrifices of parents. All the energy, time, attention, and money they devoted to the author's education became the main foundation of passion and determination in work. It is from there that the author draws strength and inspiration to move forward.

MOTTO

“Don't rush the process, walk every day, be patient on the journey, and believe that persistence will lead to the destination”



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Cirebon, 15rd February 2025

The Researcher

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Reg. Number 2108103105

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