

CHAPTER 1

INTRODUCTION

This chapter discusses the background of the problem, explains the problem and the reason why the researcher chooses the topic, identification of the problem, the main issue, the limitation of the problem, the questions of the research, the aim of the research, the significance of the study, previous research, the framework of thinking, theoretical foundation, and the methodology of the study.

1.1 Background of the Research

In recent years, Indonesia's education system has undergone significant transformation through the implementation of the Merdeka Curriculum, a curriculum that promotes flexibility, creativity, and learner autonomy. This reform aims to equip students with the skills necessary to thrive in the digital and globalized 21st century. Within this context, English language teaching (ELT) has shifted from focusing solely on traditional linguistic competence to incorporating multimodal literacy, which emphasizes the ability to create and interpret meaning through multiple modes such as text, image, sound, gesture, and digital media (Kress, 2010; The New London Group, 1996).

The Merdeka Curriculum redefines literacy as more than reading and writing. It integrates viewing and presenting as core competencies of English learning (Jayanti & Damayanti, 2023). This inclusion signifies that language education must go beyond written communication to encompass visual and oral representation as well. According to Kemendikbudristek (2022, in Maryanti et al., 2025), students are expected to identify the purpose of texts, make inferences, and understand implicit meanings in both print and digital multimodal materials. Hence, literacy today demands flexibility in navigating various media, preparing students to engage critically with real-world texts that exist in multiple forms.

This shift reflects a broader theoretical transformation in literacy

studies. As Ilyas (2024) argues, the concept of Multimodal Communicative Competence (MCC) is now essential in ELT because traditional communicative competence no longer captures the complexity of meaning-making in the digital era. MCC encompasses the ability to produce and interpret meanings through linguistic, visual, spatial, gestural, and aural systems simultaneously. Such competence aligns with the needs of 21st-century learners, who are immersed in diverse semiotic and technological environments.

The inclusion of multimodal literacy in the Merdeka Curriculum offers many pedagogical benefits. Research shows that multimodal approaches significantly enhance student motivation, engagement, and comprehension. Hendrawaty et al. (2024) found that students who learned vocabulary using multimodal resources such as images, videos, and online quizzes demonstrated higher enthusiasm and improved retention. Similarly, Ilmi and Dewi (2022) reported that students were more responsive when lessons involved visual and auditory inputs 84% preferred video-based materials, and 82% found gestures and visual design helped them understand content better. These findings highlight how multimodality supports more interactive and meaningful learning experiences.

In addition, multimodal learning supports differentiated instruction, a key principle of the Merdeka Curriculum. As Moningga (2022) and Halim et al. (2024) emphasize, students possess diverse learning styles visual, auditory, and kinesthetic that must be accommodated in the classroom. By integrating multiple modes of representation, teachers can ensure all students have entry points into the learning process. For example, visual learners benefit from diagrams and infographics, auditory learners from songs and discussions, and kinesthetic learners from role-plays and digital storytelling. This approach not only promotes inclusion but also embodies the curriculum's philosophy of freedom to learn.

The Genre-Based Approach (GBA) has proven to be an effective

framework for integrating multimodal literacy into ELT. Based on Halliday's Systemic Functional Linguistics (SFL), GBA helps students understand how texts function in context, making it easier to combine language with visual and digital elements (Asrianti & Rosadi, 2024). According to Nugraha et al. (2024), combining GBA and multimodal pedagogy enhances students' ability to write and design multimodal texts such as posters, analytical expositions, or vlogs. Through this integration, learners develop not only linguistic accuracy but also critical awareness of how design, color, image, and sound contribute to meaning-making.

However, despite its advantages, the implementation of multimodal literacy in Indonesian schools faces several challenges. A teacher-centered needs analysis conducted in 2025 revealed that many teachers struggle to apply multimodal literacy principles effectively. Teachers often lack clear guidance on how to teach visual language or assess multimodal products. One teacher admitted, "My students can make videos, but I don't know how to teach the visual language behind it" (CP3, 2025). This statement reflects a broader issue: teachers need more practical frameworks, examples, and training to align classroom practices with the curriculum's multimodal goals.

Infrastructure and technology also remain major barriers. Many schools, particularly in rural areas, have limited access to functioning projectors, speakers, and internet connections (Jannah, 2025). As a result, even when teachers understand the importance of multimodal learning, they are unable to implement it consistently. Hendrawaty et al. (2024) and Asrianti & Rosadi (2024) stress that technology integration must go beyond simply using digital tools; it requires pedagogical creativity and institutional support. Teachers need accessible, offline-friendly resources that can be adapted to diverse classroom contexts.

Another key challenge lies in assessment practices. Teachers often find it difficult to evaluate multimodal tasks fairly because existing rubrics still focus on written or spoken output. As highlighted by Jayanti &

Damayanti (2023), the Merdeka Curriculum requires assessments that include multimodal components such as visual layout, sound, and gesture to measure students' ability to convey meaning holistically. Without proper assessment tools, multimodal activities risk being treated as supplementary rather than integral to the learning process.

Beyond technical and pedagogical aspects, multimodal literacy in Indonesia must also be culturally and spiritually responsive. Integrating Islamic values and local identity into English materials supports character education and moral development (Adisti & Rozikan, 2024; Nurhayani et al., 2024). For instance, including culturally relevant names, themes, and imagery helps learners see English not as a foreign subject but as a medium for expressing their identity and beliefs. This approach aligns with the Pancasila Student Profile, which promotes faith, cooperation, global diversity, independence, and creativity (Sari & Sinthiya, 2022).

Given these opportunities and challenges, there is a growing need to develop English teaching modules based on multimodal literacy that are compatible with the Merdeka Curriculum. Such modules should not only integrate multimodal content videos, visuals, and interactive texts but also provide guidance for teachers on designing, assessing, and differentiating multimodal tasks (Maryanti et al., 2025). These materials should also reflect Indonesia's sociocultural diversity and support the development of both linguistic and creative competencies.

In recent years, the Indonesian education system has undergone a significant transformation with the implementation of the Independent Curriculum (Kurikulum Merdeka). This curriculum emphasizes learner autonomy, creativity, and flexibility, aiming to prepare students for the demands of the 21st century. Within this framework, English Language Teaching (ELT) is expected to not only develop linguistic competence but also foster multimodal literacy the ability to interpret and produce meaning through various modes such as text, images, sound, gestures, and digital media (Kress, 2010; Cope & Kalantzis, 2015).

SMKN 2 Cirebon City was chosen as the research location because it is one of the vocational high schools that has begun implementing the Independent Curriculum in its English classes. The school is located in Cirebon, West Java, and offers several vocational programs such as hospitality, accounting, and information technology. English is taught as a compulsory subject and plays a crucial role in preparing students for academic and professional communication. However, based on initial observations and informal discussions with English teachers, researchers found that although teachers recognized the importance of integrating multimodal elements into their teaching, many faced challenges related to learning design, resource availability, and the use of technology in the classroom.

The Independent Curriculum (Kurikulum Merdeka) encourages English language learning beyond reading and writing, integrating visual, auditory, and digital literacy. According to the Ministry of Education, Culture, Research, and Technology (2022), students are expected to be able to interpret and produce texts using multiple modes to communicate effectively in diverse contexts. This expectation aligns with global trends in education, where multimodal literacy is increasingly seen as essential for developing creativity, critical thinking, and communication skills (Jayanti & Damayanti, 2023; Ilyas, 2024).

However, several challenges remain in preparing teaching modules (learning modules) that incorporate multimodal elements, assessing students' multimodal projects, and adapting to the new formats required by the Independent Curriculum. Infrastructure limitations, such as a lack of multimedia devices, unstable internet access, and minimal technical support, also hinder the effective use of digital and visual materials during learning. Furthermore, teachers often rely on traditional text-based approaches due to limited training in multimodal pedagogy.

These challenges reflect the gap between the theoretical framework of the curriculum and classroom practice. Therefore, a needs analysis that

focuses on teachers' experiences and needs is crucial to identify the types of support and materials they require to effectively implement multimodal literacy in English language teaching. This study aims to explore how English teachers at SMKN 2 Kota Cirebon perceive multimodal literacy, the barriers they face, and the types of learning modules they need to improve their teaching practices in accordance with the Independent Curriculum.

1.2 Identification of The Issue/Phenomena

The implementation of the Independent Curriculum in Indonesia has brought significant changes to English language teaching, emphasizing student-centered learning, creativity, and the integration of multimodal literacy. However, several issues have emerged during its implementation in schools. Many English teachers still face difficulties in understanding and applying the principles of the new curriculum, particularly in designing and implementing lesson plans that incorporate multimodal elements such as text, visuals, audio, gestures, and digital media.

1. Some teachers have a limited understanding of how to integrate multimodal literacy into their teaching practices.
2. There are technical and infrastructure limitations in many schools.
3. Teachers often struggle to develop appropriate assessment tools to evaluate students' multimodal learning outcomes.
4. There are inconsistencies in teachers' interpretations of the curriculum objectives.

1.3 Delimitations and Focus Of The Study

This study is delimited to examining the needs of English teachers in implementing multimodal literacy within the context of the *Merdeka Curriculum* at vocational high schools, specifically at SMKN 2 Kota Cirebon. The research focuses on analyzing how teachers design and apply lesson plans or *modul ajar* that incorporate multimodal elements such as text, visuals, audio, gestures, and digital media in English teaching. It also explores the challenges teachers face and the resources they require to

effectively integrate multimodal literacy in their teaching practices.

The scope of this research does not extend to the evaluation of students' learning outcomes or large-scale quantitative measurement of multimodal literacy skills. Instead, it emphasizes teachers' perceptions, needs, and experiences gathered through interviews and document analysis. The study also limits its comparison to the differences between lesson planning under the Merdeka Curriculum and the previous 2013 Curriculum (K13). Therefore, the findings are intended to provide contextual insights rather than broad generalizations, focusing primarily on developing practical recommendations and supporting the creation of a multimodal-based English teaching module aligned with the Merdeka Curriculum.

1.4 Research Questions

1. What are the characteristics of multimodal literacy based English teaching in merdeka curriculum based on literature?
2. What are the needs of multimodal literacy based English teaching module in the merdeka curriculum?

1.5 Aims of the Research

1. To investigate the characteristics of multimodal literacy based English teaching in merdeka curriculum based on literature
2. To know the needs of multimodal literacy based English teaching module in the merdeka curriculum

1.6 Significances of The Research

The results of this research are expected to be beneficial both theoretically and practically elaborated in the following section.

1. Theoretically

This research can be a source or reference for researchers who want to develop their analysis of making independent curriculum learning.

2. Practically

While, practically this research is expented to have a contribution

for English teacher, and further research.

3. For English teachers

This research is expected to be knowledge material for new teachers who will carry out learning in this independent curriculum era, or become a source of knowledge for teachers who are starting to use this independent curriculum, because this curriculum has not yet been patented for use in all schools in Indonesia.

4. For further research

This research is expected to be a reference for further researchers to be able to examine new things from this research.

1.7 Theoretical Foundation

1.7.1 Definition of Curriculum

According to Muyassaroh & Sunaryati (2021), the curriculum serves as a guide for the implementation of learning in madrasahs. The world's development continues, and change itself is no exception. To keep up with changes in every science, technology, and human business sector, the curriculum is still being developed. Pratikno et al., 2015, cited by Chaudhary; 2022), wishes to outline that the educational plan is in a consistent condition of progress similar to the headway of innovation. Therefore, a willingness to apply the curriculum's content as closely as possible to what takes place outside of education, particularly in the market, is required. Curriculum implementation is not as simple as documented in this instance; Curriculum planning is not as simple as applying.

As a measurable form of planned management in education, study program containing exports Experienced that the implementation of the study program would not be a wasted effort, but would follow innovative changes in the schools of the world sector and would implement learning experiences for students, so that they can later apply them to the world of works (Kisirkoi and Mse, 2016), In the context of the curriculum, the parties must

understand that the implementation of the curriculum is indeed in a situation that is not so encouraging, because between hope and success there is a requirement in the field, namely in the school.

The reality in schools will be determined by the management of curriculum implementation, which should, of course, be based on agreed-upon guidelines (You, 2019). Therefore, if someone asks why the development has not been maximized, at least they are still looking for reasons, such as curriculum design, possibly a lack of export of the field, and the implementation of policies that have not yet been incorporated into the field's curricula. On the ground. Despite the phrase "change serves educational plans," Nadiem Makarim's motto is "One minister with many educational plans." His decision to permit schools to use three degree programs may be misleading. The educational programs that schools must use are up to them (Rohiyatussakinah, 2021).

1.7.2 Definition of Independent Curriculum

In addition, the effects of the Covid-19 pandemic, which began on March 2, 2020, which caused changes in the Indonesian public in the field of life management, are still being felt. Public power makes welfare a priority this also affects the educational strategy. Curriculum policy The Ministry of Education and Culture will be revised in 202 based on learning recovery judgment, refers to circumstances in which the covid19 pandemic has caused serious barriers and impacted learning education units.

This is in accordance with research reported by Amalia and Sa'adah (2020). that the teaching and learning of schools have been affected by covid19, which have to face several challenges related to limited adaptability of teachers and students and IT management, inadequate facilities and infrastructure, limited internet access and unwillingness to budget. During the implementation of the curriculum, the readiness of the educational unit is a concern this

independence. As implementers of learning activities in school, teachers sooner or later must prepare for the implementation of this independent curriculum. This statement is consistent with the results of a study by Rosidah et al. (2021) that in implementing this independent curriculum, teachers have to learn a lot to be more skilled and easier to implement.

The independent study plan transforms learning methods previously done in classroom into learning outside the classroom. The concept of learning outside the classroom can offer students the opportunity to talk flexibly with the teacher. It enables students to develop bold opinions, social skills and the competent character of a good student. Students are given the freedom to develop their skills. Enables teachers and students to work together to create a highly active and productive Learning (Manalu et al., 2022). Since the public power shipped off the Freedom Educational plan Program, there is incredible assumption for the advancement of this instructive arrangement. According to Standish (2019), the Independent Curriculum program is a free educational program that is available to understudies, educators, and educational units. As a result, there is neither an incentive nor a requirement for any educational units to simply follow it.

1.7.3 Definition of Multimodal literacy

Multimodal literacy refers to the ability to interpret, create, and communicate meaning through the integration of various modes such as linguistic, visual, auditory, spatial, and gestural forms (Kress, 2010; Cope & Kalantzis, 2015). Unlike traditional literacy, which focuses mainly on reading and writing, multimodal literacy emphasizes that meaning is constructed through the interaction of multiple semiotic systems. This approach aligns with the needs of 21st-century learners who live in a media-rich environment where information is presented through diverse forms, such as videos,

images, infographics, and digital texts.

In the context of English Language Teaching (ELT), multimodal literacy helps learners go beyond language proficiency by developing their ability to analyze and design multimodal texts that combine words, visuals, sounds, and gestures to express meaning effectively. Kress (2010) argues that literacy is no longer confined to linguistic competence but involves the orchestration of different modes to convey ideas. This perspective shifts the teacher's role from being a transmitter of knowledge to a designer of learning experiences that integrate multiple forms of representation.

According to Ilyas (2024), multimodal communicative competence (MCC) is now a crucial component of language learning. MCC refers to the ability to comprehend and produce messages using a combination of linguistic and non-linguistic modes. For example, students may demonstrate understanding by producing digital posters, short videos, or oral presentations supported by visual aids. These tasks encourage learners to think critically about how visual layout, color, sound, and gesture contribute to meaning-making.

Multimodal literacy also supports student engagement and creativity. Studies by Hendrawaty et al. (2024) and Ilmi & Dewi (2022) found that students who engaged with multimodal resources such as videos, animations, and digital media showed higher motivation, improved vocabulary retention, and deeper comprehension. This suggests that learning through multiple modes allows students to connect linguistic content with visual and auditory stimuli, making the learning process more interactive and meaningful.

In the framework of the Merdeka Curriculum, multimodal literacy is an essential element of Merdeka Belajar, which emphasizes independent, creative, and contextual learning. The

curriculum promotes viewing and presenting as part of literacy skills, encouraging students to interpret and produce multimodal texts that reflect real-life communication. As stated by Jayanti and Damayanti (2023), English learning under the Merdeka Curriculum must help students not only to read and write but also to design and interpret multimodal messages across various media.

Thus, multimodal literacy in English teaching bridges linguistic knowledge with technological, cultural, and visual communication skills. It prepares learners to navigate and produce meaning in a world where texts are increasingly multimodal. For teachers, this means adopting innovative strategies that integrate text, image, sound, and movement into classroom instruction—helping students become competent communicators in both academic and real-world contexts.

1.7.4 Definition of Lesson Plans / Module

A lesson plan is a learning activity plan for one or more meetings that is based on basic competence or a subtheme. The creation of a lesson plan is the syllabus that teachers use as a guide in their teaching activities to attain basic competence. According to Hammer's study (Aulia; 2021), lesson plans assist teachers in preparing for classroom instruction so that they can effectively instruct students and enhance their learning opportunities. A study on teachers who don't give their students a lesson plan shows that the teaching-learning process wasn't done well.

It was difficult for both the instructor to properly deliver the materials and the students to comprehend what was being taught. Additionally, the teacher is less attentive to the students. As an instructional plan that includes and describes the learning objectives, materials, methods and techniques, media, sources, and assessment, the lesson plan is crucial. The lesson plan's accomplishment.

Lesson plans can have an impact on how real teachers teach

and how they work together to accomplish curriculum objectives. In any case, arranging and planning lesson plan is definitely not something simple to do. Teachers must at least pay more attention to these three aspects when creating lesson plans: 1) goals, 2) kinds of activities, and 3) ways to help students understand. Teachers also need to take a lot of things into account when creating lesson plans. Fundamental elements of the lesson plan based on the Ministry of Education and Culture No. 22 of 2016 are learning targets, fundamental abilities, learning materials, learning techniques, learning assets, learning exercises and learning appraisal. Before the teacher actually performs the teaching practice, there are numerous considerations and preparations that need to be made.

The differences between the previous and the most recent lesson plan, according to the Circular Letter Number (Ministry of Education and Culture and Tohir; 2019) are the lesson plan's format, components, and writing time. The Ministry of Education and Culture thought the old lesson plan's format was too rigid, so it changed it to a free style. This means that teachers can choose, make, use, and improve the lesson plan in their own way.

Additionally, there are too many components in the old lesson plan, and teachers are required to write in detail about each one, which results in more than five pages of lesson plan. According to the new policy, teachers can now concentrate on just three main areas: objectives for instruction, activities, and assessments that can be condensed onto a single page of the lesson plan. Different parts can in any case be referenced in the example plan, it depends on the educators what they need to remember for their illustration plan. The new policy on lesson plans also believed that it could be done efficiently and effectively, allowing teachers to concentrate more on preparing and evaluating actual teaching and learning activities. As mentioned earlier, lesson plans have a few components that make it

difficult for teachers to design them (Syaiful et al.; 2021) for a teacher, developing each component of a good lesson plan is such a waste of time. The Ministry suggested a new policy that allows teachers to create and develop their own lesson plan models in order to facilitate teachers' administration and lesson plan creation.

A lesson plan is a structured guide created by teachers to direct the learning process from the beginning of a class to its conclusion. It helps teachers define learning objectives, organize steps systematically, and select appropriate materials and teaching methods. According to Rashad and Abdulsafi (2018), a well-prepared lesson plan enables teaching to be more efficient and focused, ensuring that students gain the most knowledge in the shortest amount of time. Moreover, a lesson plan reflects the teacher's teaching philosophy, the needs of the students, and serves as a practical reference for improving the teaching process.

The importance of a lesson plan is emphasized by the British Council (2008, cited by Hadi, 2018), which states that it helps teachers understand what students should achieve, organize content and resources, and anticipate potential challenges during the lesson. It also boosts teacher confidence, demonstrates professionalism, and helps adapt instruction to different student groups. Additionally, lesson plans serve as a developmental record that can be reviewed for reflection and are useful for aligning classroom activities with curriculum goals.

When creating a lesson plan, the first step is identifying the competencies or learning objectives to be achieved. Teachers then determine the strategies to reach these goals, who will be involved, and the necessary materials and resources. Effective lesson planning must be done by qualified educators and should be forward-looking, aiming for long-term learning outcomes. In the context of the Merdeka Curriculum, lesson plans are tailored to individual student

profiles including interests, learning styles, and real-life contexts unlike the K-13 Curriculum, which is more general and less personalized.

1.8 Previous Studies

In this section, the researcher highlighted and discussed some studies that were extremely related. Guidelines for English online learning and online learning have been the subject of numerous studies. Initial, an examination directed by Aulia (2021) with the title "Educators' Insight on The New Strategy Called Merdeka Belajar; a Page of Lesson Plan" in the paper she discusses. The goal of this qualitative study is to find out how teachers feel about the new policy and get their thoughts on making the RPP/Lesson Plan simpler by using questionnaires as the instrument. The outcome demonstrated that educators concur that the three components should be included in the preparation of the lesson plan. The outcome likewise showed that albeit not many of them think extra attachments are still required, while others imagine that it will be smarter to orchestrate and have such sort of example plan, which is basic yet strong.

The second piece of research is titled "Teacher Constraints in Preparing Lesson Plan through Google Classroom" and was carried out by Ningsih et al. (2021). In this paper, the research subject was an English teacher. A questionnaire covering topics like learning, learning materials, learning activities, media and learning resources, and learning goals is the instrument used in this. The findings indicate that a number of primary obstacles exist, including the use of online learning media by students as an intermediary for the collection of results, the use of online learning media solely for the collection of assignments, teacher difficulty assessing student work from these activities, and the inability to assess the type and method of the assessment from the activity. In view of the consequences of the review, one might say that educators experience a few predominant hindrances in getting ready illustration designs so they should be settled by educators through dominating five parts of example plan so they can be

adjusted to dynamic educating and learning circumstances.

The third study, titled "Human Resource "Kurikulum Merdeka" from Design to Implementation in the School:" was carried out by Pratikno et al. (2022). This paper discusses "What Worked and What Didn't Work in Indonesian Education." The researchers gathered data from a variety of sources, including books, journals, and other newspapers, that discuss the implementation and outcomes of an independent curriculum. In order to answer the questions posed by the study, the researchers used a phenomenological method to analyze the data. This method allows for exceptional results to be obtained from a large amount of data. The research utilized data coding, data evaluation, and data interpretation. As a result, the researchers were able to arrive at valid solutions to the issue. The finding demonstrated that Indonesian human resources encountered significant obstacles when the government was successful in designing the curriculum but limited in its implementation, regardless of whether the curriculum was implemented in schools or not. It is evident that a significant amount has been accomplished and a significant amount has not. As a result, the subsequent study could benefit from these findings.

The fourth study is the one that was carried out by Pertiwi et al. (2021) and is titled "Vocational High School English Teachers' Perspectives On "Merdeka Belajar" Curriculum." The paper discusses this topic. The goal of this study is to find out teachers' perspectives on the Merdeka Belajar curriculum in terms of its concept and lesson plan. Eight English teachers from various Vocational High Schools in Surabaya participated in the qualitative-descriptive approach. The information gathered through semi-structured interviews and questionnaires. The results of the analysis revealed that not all teachers comprehend the concept of Merdeka Belajar. Additionally, the finding demonstrated that Merdeka Belajar's expectations were not met when a one-page lesson plan (lesson plan 1 page) was implemented. The differences in what participants said and what was said during the interview have an impact on

the final results. However, the implementation of this new curriculum is fully supported by all participants.

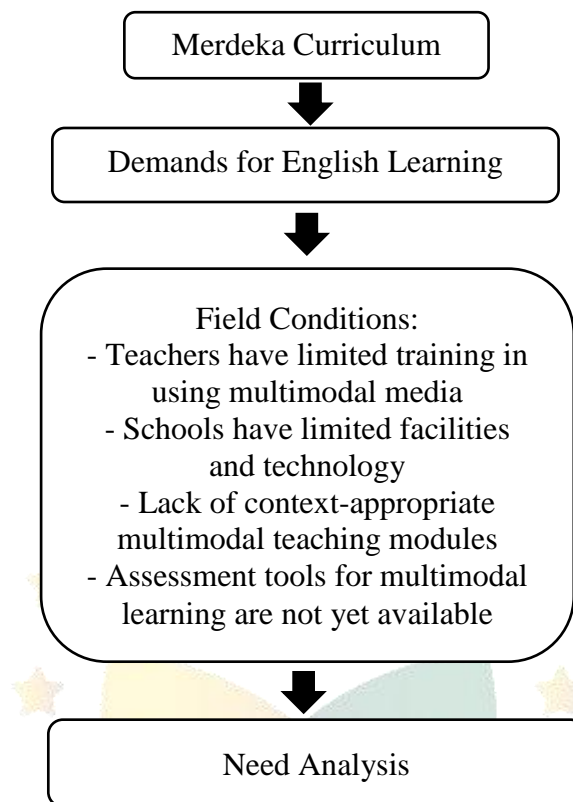
The fifth study is Yulita's (2021) with the title "An Analysis of English Teacher's Lesson Plan Referring to Merdeka belajar Program at Smpn 30 Palembang." In this paper, the author discusses how she used a content analysis method and how documentation and interviews were used to gather data. The ninth- grade English teacher at SMPN 30 Palembang was the subject of the study. The Merdeka Belajar lesson plan, which focuses on Learning Objectives, Learning Activities, and Assessment, was then the subject of the research. The results demonstrated that the instructor has created a lesson plan that is well-suited to the study Independent, despite the teacher's difficulties, such as the limited time allotted to meet students' learning needs. In addition, when creating a lesson plan, the instructor first establishes learning objectives based on fundamental competencies, and then selects learning activities to accomplish these objectives; the final step in the stages is selecting the appropriate assessment to assess students' level of success in teaching and learning activities.



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1.9 Frame of Thought



This research is based on the understanding that the Independent Curriculum encourages English language learning that focuses not only on reading and writing skills but also on communication skills through various means such as text, images, sound, movement, and digital media. This approach is called multimodal literacy (Kress, 2010; Cope & Kalantzis, 2015). In this curriculum, English language learning is directed towards students becoming creative, critical, and independent learners, capable of understanding and conveying meaning through various forms of communication.

The theoretical basis of this research refers to the theory of multiliteracies and multimodal communicative competence (MCC), which explains that meaning is constructed through various sign systems such as visual, linguistic, spatial, and auditory (Ilyas, 2024). Both theories support the Independent Curriculum's goal of developing flexible, interactive, and

real-life literacy skills. Therefore, English teachers need to integrate multimodal learning in the classroom using various media such as videos, images, digital texts, and creative projects (Hendrawaty et al., 2024).

To make learning more inclusive, multimodal literacy is linked to differentiated learning, an approach that adapts learning to students' needs, learning styles, and interests (Moningka, 2022; Halim et al., 2024). Through this approach, students can learn in the ways that best suit them—for example, visual learners learn best with images and infographics, auditory learners with songs or discussions, and kinesthetic learners with projects and hands-on activities.

Furthermore, the Genre-Based Approach (GBA) is an effective learning model for implementing multimodal literacy in the English classroom. This approach guides students through several stages: building knowledge of the field, modeling text, joint construction, and independent construction. Through this stage, students not only learn language forms but also understand how text, visuals, and sound elements can support each other in conveying meaning (Nugraha et al., 2024; Asrianti & Rosadi, 2024). Thus, students are able to create and analyze multimodal texts such as posters, reports, or digital stories.

Although the concept is promising, the implementation of multimodal literacy in schools still faces various challenges. Many teachers have not received training in multimodal-based learning and are still limited in the use of digital media and appropriate assessment tools (Jannah, 2025; Maryanti et al., 2025). Furthermore, technological limitations in some schools also hinder the optimal implementation of digital learning.

Based on observations and interviews with English teachers, several key needs were identified for implementing multimodal literacy-based learning in schools. First, teachers need easy-to-use learning modules that align with the Independent Curriculum. Second, teachers need examples of multimodal learning activities that can be applied in classes with students

of various ability levels. Third, teachers need assessment tools that align with the characteristics of multimodal learning, such as rubrics that assess the combination of text, images, and digital media. Fourth, differentiated learning strategies are needed to enable all students, whether visual, auditory, or kinesthetic, to learn effectively.

This needs analysis revealed a gap between the demands of the Independent Curriculum and teacher preparedness in the field. Therefore, this research focuses on developing a product in the form of a multimodal literacy-based teaching module that can be a practical solution for teachers to implement more engaging, contextual, and student-centered learning.

The product of this research is a multimodal literacy-based teaching module designed in accordance with the principles of the Independent Curriculum. This module helps teachers integrate various forms of communication, such as text, images, audio, and video, into the teaching and learning process. Furthermore, this module also guides teachers in implementing the Genre-Based Approach (GBA) and differentiated learning in the classroom.

This teaching module is equipped with sample learning activities, instructions for using digital media, and a multimodal assessment rubric that assesses students' creativity, content, and communication skills. Thus, this module serves not only as teaching material but also as a professional guide for teachers in implementing creative learning that is tailored to student characteristics.

Overall, this product is expected to be a concrete solution for English teachers in facing the challenges of implementing multimodal literacy. This module brings together theory and practice in learning to create a modern, inclusive and meaningful learning process for students.

1.10 Research Method

1.10.1 Research Design and Steps of The Research

In this study, scientists utilize a subjective methodology. Employ statistical analysis or the collection of numerical data.

Also, it did use this study. It is not the intention to observe individual-affecting phenomena or events. Collection and interview, focus group, or ethnography, correspondence, Qualitative research is used to gain a deeper understanding of human behavior by using observations and interpretations. Encounters, perspectives, goals, intentions.

A qualitative study, which focuses on analyzing and revealing the in-depth perspectives of the subjects who participated and were studied, will be carried out as part of this investigation. The subject of this study is teachers from middle schools without any other considerations because this study needs to include as many subjects as possible in order to collect a variety of data. Teachers are the focus of this research. The perception and personal opinion of teachers will be the study's data. This study used interviews and document analysis to gather data.

1.10.2 Source and Type of Data

1) Source of data

The main data sources for this research were English teachers involved in the implementation of the Merdeka Curriculum. Teachers were chosen as primary participants because they are directly involved in preparing and designing lesson plans under the independent curriculum. Data were collected through classroom observations, interviews, and documentation of teachers' lesson plans. The researcher gathered information on teachers' understanding, experiences, and challenges in developing lesson plans for multimodal-based English teaching.

a. Primary Data:

Data obtained directly from the field through interviews and classroom observations. The main

participants are English teachers who implement the Merdeka Curriculum in their teaching practice. Their opinions, experiences, and classroom behaviors provide firsthand information about multimodal literacy-based English teaching.

b. Secondary Data:

Supporting data gathered from documents such as lesson plans (RPP/Modul Ajar), teaching materials, student worksheets, and related literature or policy documents (e.g., Kemendikbudristek, 2022) that strengthen and validate the findings from primary data.

2) Types of Data

The data collected in this research is qualitative in nature. This study utilizes a qualitative approach to gather descriptive and detailed information regarding the phenomenon under investigation. Qualitative data were obtained through interviews, observations, and documentation, focusing on teachers' perceptions, practices, and needs concerning the implementation of multimodal literacy in English teaching under the Merdeka Curriculum. The data were analyzed to identify patterns, themes, and insights rather than relying on numerical or statistical representations.

1.10.3 Data Collection Techniques and Instruments

The type of data collected in this research is qualitative data. The qualitative data used is case studies through interviews and observation. Data was obtained from teacher interviews, discussions with teachers after using the independent curriculum in learning, and classroom observations, when they were learning English to collect data. Perceptions and meetings occur for the needs investigation stage.

a. Interview

The semi-structured interview is conducted to obtain detailed information from English teachers about their understanding, experiences, challenges, and needs related to multimodal literacy-based English teaching. This type of interview allows the researcher to prepare guiding questions while still giving flexibility for participants to express their ideas freely. The interview instrument is a list of open-ended questions designed based on the research focus and theoretical framework.

b. Observation

Classroom observation is carried out to see how multimodal literacy is applied in real teaching and learning activities. The researcher observes teaching methods, materials, student engagement, and the use of multimodal elements such as visuals, sounds, and digital tools. The observation uses a field note sheet and an observation checklist to systematically record behaviors and activities relevant to the study focus.

1.10.4 Data Analysis Techniques

In this study, data analysis was performed using data collection techniques using the tools of observation, questionnaire, and interviews. 28 Researchers used data analysis by Miles and Huberman. Miles, Huberman, Saldana (2014:31-33) As follows:

1) Data Compression or Data Reduction

Data compression is the process of selecting, focusing, simplifying, abstracting, or transforming data from written interviews, field notes, documents, and other empirical information.

2) Data display

Data representation compiles information in a condensed and organized way, enabling decision-making and action-taking. Data visualization makes it easier to understand what is happening.

3) Conclusion and Confirmation

Conclusions can be concise with a brief reference to field notes or comprehensive and detailed with extensive discussion and review.



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