

**CHALLENGES IN IMPLEMENTING THE INDEPENDENT CURRICULUM IN
ENGLISH LANGUAGE LEARNING AT THE SENIOR HIGH SCHOOL LEVELS**

THESIS



Khairul Wardani

NPM.200202069

**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION DEPARTEMENT
OF LANGUAGE, ARTS AND HUMANITIES HAMZANWADI UNIVERSITY**

2025



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A Thesis

**Submitted to Hamzanwadi University in Partial Fulfillment of the
Requirements for the Degree of sarjana Pendidikan in English Language
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ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi tantangan yang dihadapi guru dalam menerapkan Kurikulum Merdeka dalam pembelajaran Bahasa Inggris dan mengeksplorasi strategi untuk meningkatkan ketertarikan siswa dalam belajar Bahasa Inggris. Melalui pendekatan kualitatif dengan metode observasi, wawancara dan quis pertanyaan, penelitian ini melibatkan 3 guru Bahasa Inggris dan 3 siswa berprestasi di MA PALAPA NUSANTARA Desa selebung Ketangga Kecamatan Keruak. Hasil penelitian menunjukkan bahwa guru menghadapi tantangan seperti keterbatasan sumberdaya, kebutuhan pelatihan yang lebih intensif, dan kesulitan dalam menyesuaikan metode pengajaran dengan kebutuhan siswa. Sementara itu strategi untuk meningkatkan ketertarikan siswa mencakup penggunaan teknologi, aktivitas berbasis proyek, dan pendekatan komunikatif. Penelitian ini memberikan wawasan penting bagi pengembangan kurikulum dan penelitian guru dalam konteks Kurikulum Merdeka, sehingga dapat meningkatkan kualitas pembelajaran Bahasa Inggris di sekolah. Temuan penelitian ini dapat menjadi acuan bagi guru, pengembang kurikulum, dan pemangku kebijakan untuk meningkatkan efektivitas pembelajaran Bahasa Inggris dan meningkatkan ketertarikan siswa. Dengan demikian, penelitian ini diharapkan dapat memberikan kontribusi pada peningkatan kualitas Pendidikan Bahasa Inggris di Indonesia dan membantu mencapai tujuan pembelajaran yang lebih baik. Selain itu, penelitian ini juga dapat menjadi refrensi bagi penelitian lanjutan tentang pembelajaran Bahasa Inggris di Indonesia dan memberikan rekomendasi untuk perbaikan sistim Pendidikan.

kata kunci : kurikulum merdeka, pembelajaran bahasa inggris, tantangan guru, ketertarikan siswa

ABSTRACT

This study aims to identify the challenges faced by teachers in implementing the Independent Curriculum in English learning and explore strategies to increase student interest in learning English. Using a qualitative approach using observation, interviews, and questionnaires, this study involved 3 English teachers and 3 top students at MA PALAPA NUSANTARA, Sebung Ketangga Village, Keruak District. The results indicate that teachers face challenges such as limited resources, the need for more intensive training, and difficulties in adapting teaching methods to student needs. Meanwhile, strategies to increase student interest include the use of technology, project-based activities, and a communicative approach. This research provides important insights for curriculum development and teacher research in the context of the Independent Curriculum. This can improve the quality of English learning in schools. The findings of this study can serve as a reference for teachers, curriculum developers, and policymakers to improve the effectiveness of English learning and increase student engagement. Therefore, this research is expected to contribute to improving the quality of English education in Indonesia and help achieve better learning objectives. Furthermore, this study can serve as a reference for further research on English learning in Indonesia and provide recommendations for improving the education system.

Keywords: independent curriculum, English learning, teacher challenges, student interest

DECLARATION

I declare that this thesis does not contain material which has been accepted for the award of any other degree or diploma in any university, nor does it contain material previously published or written by any other person, except where due reference is made in the text of the thesis.

Pancor, 3 September 2025

Khairul wardani

APPROVAL

CHALLENGES IN IMPLEMENTING THE INDEPENDENT CURRICULUM IN
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KHAIRUL WARDANI

NPM.200202069

This is to certify that this thesis proposal has been approved by the
advisors for further investigation.

Approved by,



RATIFICATION

CHALLENGES IN IMPLEMENTING THE INDEPENDENT CURRICULUM IN ENGLISH LANGUAGE LEARNING AT THE SENIOR HIGH SCHOOL LEVELS

KHAIRUL WARDANI

NPM. 200202069

Accepted by the board of Examiners as the requirement for degree of *Sarjana Pendidikan* in English Language Education on November, 28th 2025.

Board of Examiners

Ari Prasetyaningrum, M.Pd (.....)
NIDN.0826098101

Usuluddin, M.Pd (.....)
NIDN.0831126420

Hajriana Arfah, M.Pd (.....)
NIDN.0810018001

Acknowledge by:
Faculty of Language, Art, and Humanities
Dean,

Drs, H. Mohzana, M.Pd
NIP. 196112311983011071

DEDICATION

The researcher realized that this thesis will never be completed without support, cooperation, help, and encouragement from a lot of people.

This paper is dedicated to all people who always pray and give support in finishing this paper for my success, they are:

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MOTTO

**“EVERYDAY MAY NOT BE GOOD BUT THERE IS
SOMETHING GOOD IN EVERYDAY”**



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Finally, it is hoped this thesis will provide useful knowledge and information to readers. Additionally, the writer is welcome further suggestion and contribution from readers to improve this thesis.



Pancor, 9 September
2025

Khairul Wardani



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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an important part that every human being must learn, and language is a system of symbols in the form of sounds, arbitrary in nature, used by people to speak and work together, communicate, and identify themselves (Yule, 2022). Therefore, learning a language means understanding oneself, the people one communicates with, and the environment, which will improve an individual's life. English is one of the most important languages to learn for many reasons related to global communication, career opportunities, and access to knowledge (Horwitz, 2020). There are many reasons why it is essential to learn English. The role of English is indispensable, and mastering it should be an individual investment to achieve a brilliant life.

According to (Kernagaran & Abdullah, 2022). English language learning is a systematic process in which individuals learn English as a second or additional language. This process encompasses various aspects such as vocabulary, grammar, pronunciation, and communication skills like listening, speaking, reading, and writing.

In addition, (Huang, 2019) learning English also involves understanding the cultural and social contexts associated with the language. This



includes learning idioms, everyday expressions, and communication norms specific to social and professional situations. The primary goal of learning English is to achieve fluency that enables individuals to communicate effectively in various formal and informal contexts. This process often involves multiple teaching methods, such as language courses, self-study, and direct interaction with native speakers.

In addition, (Huang, 2019) learning English also involves understanding the cultural and social contexts associated with the language. This includes learning idioms, everyday expressions, and communication norms specific to social and professional situations.

A curriculum is a systematic plan to achieve specific educational goals (Nouraey., et al., 2020). It includes all learning experiences planned and provided by a school or academic institution to help students develop the necessary knowledge, skills, attitudes, and values, according to (Januarta., et al. 2020). The curriculum includes various components, such as subjects, material content, teaching methods, assessments, and extracurricular activities. Curriculum refers to the courses, content, and learning experiences offered by an educational institution or program. It outlines the subject, skill, and knowledge the student is expected to learn within a specified timeframe.

An independent curriculum typically refers to a personalized or nontraditional approach to learning that allows individuals to tailor their



educational path based on their specific interests, needs, and goals (Zamecnik et al., 2022). This approach often involves self-directed learning, where individuals have more flexibility and autonomy in choosing the subjects and resources that align with their learning objectives. Independent curricula can be designed outside formal educational institutions, allowing for a more adaptive and flexible learning experience.

The principles of the Independent Curriculum promote a flexible concept focused on the holistic development of students' potential. Student-centered learning is at the core of this curriculum, providing space for them to learn according to their interests, talents, and pace (Hoidn & Reusser, 2020). In addition, this curriculum adjusts learning to the local context, making it more relevant to the needs of the surrounding community. It also focuses on developing 21st-century competencies, such as critical thinking, creativity, collaboration, and communication, which are crucial in a rapidly changing world. The Merdeka Curriculum encourages independence and freedom in learning, offering students the opportunity to choose a learning path that suits their interests and promotes greater autonomy. The assessments are formative and continuous, emphasizing the development of character and competencies, rather than just academic grades. The integration of character and social skills is also an important focus, ensuring that students are not only intellectually capable but also socially skilled. With these principles, the Merdeka Curriculum aims to create a more inclusive, adaptive, and



relevant education system that aligns with the times.

Behind the easy to apply them, there are any difficulties that cause not maximum in achieve the vision of learning english. Some common mistakes often made in implementing the Independent Curricullum include a lack of understanding of its fundamental principles, such as student-centered learning and character development, which leads to implementation that does not align with its intended goals. Inadequate facilities and resources, such as flexible learning spaces or access to technology, also hinder the effective execution of this curriculum (ferri., et, al., 2020). Another issue is the failure to address student diversity in learning, even though the Independent Curriculum emphasizes the need for an approach tailored to each student's needs and abilities. Inconsistent assessment practices, which still prioritize final exams or numerical grades, reduce the focus on developing students' competencies and character. Additionally, the limited professional development of teachers, who may not receive adequate training or support, impedes the successful implementation of the curriculum. A focus on curriculum structure and administration, without providing space for student creativity and freedom, as well as resistance to change from teachers, parents, or educational institutions, can also slow the adaptation process to the Independent Curriculum. By addressing these mistakes, the implementation of the Independent Curriculum can be more successful in creating an education system that is relevant and aligned with the needs of the times.



B. The Focus of the Study

This study analyses the challenges of implementing the independent Curriculum in English language learning at the senior high school level.

C. Statement of the problem

1. How does the independent curriculum influence student participation in learning English at the senior high school level?
2. What are the main challenges students face in adapting to an independent curriculum for learning English at the senior high school level?
3. What are the main challenges the teacher faces in adapting to an independent curriculum for learning English at the senior high school level?

D. Purpose of the study

1. To know how the independent curriculum influences student participation in learning English at the senior high school.
2. To know the students' challenges in adapting to an independent curriculum in English.
3. To know the teachers' challenges in adapting to an independent curriculum in English.

E. Significant of The Study

The writer hopes this research can contribute to English teaching. It has two significances such as:

1. The Theory of the Significances

This research can enhance the quality of education, adapt the curriculum to current developments, or ensure that the learning approach follows the principles of independence and freedom.

2. Practical Significance

a. For the students

This research will benefit teachers by improving tests. It will also empower students to take ownership of their learning, enhancing self-motivation and responsibility.

b. For english teachers

This research benefits teachers by providing insights into effective instructional strategies. It helps teachers tailor their approaches to meet students' diverse needs, fostering a more engaging and personalized learning environment.

c. Other educational researchers

An independent English curriculum allows exploring and developing innovative teaching methods tailored to individual learning styles.

CHAPTER II

REVIEW OF LITERATURE

A. Curriculum

1. Definition of curriculum

According to (Gurkan, 2021). a curriculum is a structured framework that outlines the educational content and experiences students are expected to learn within a particular educational system. It encompasses the goals, objectives, teaching methods, learning activities, assessments, and resources that guide the instructional process. A well-designed curriculum ensures that students acquire the necessary knowledge, skills, and competencies for academic and personal development. It is often developed by educational authorities or institutions and is tailored to meet the specific needs of the students it serves.

The curriculum is typically divided into various subjects or courses, each with learning objectives and content. Consistent with the statement, the curriculum is organized sequentially, allowing students to build on their knowledge and skills as they progress through their education (Pollock, 2020). In addition to academic subjects, a curriculum may include extracurricular activities, such as sports, arts, and clubs, which contribute to the holistic development of students (King., et al., 2021). Integrating different subjects and activities within the curriculum ensures that students receive a well-rounded education that prepares them for future

challenges.

One key aspect of a curriculum is its alignment with educational standards and learning outcomes (Mendoza et al., 2022). These standards serve as benchmarks for what students should know and be able to do at various stages of their education. Teachers use the curriculum as a guide to plan their lessons and assess student progress. The curriculum also provides a basis for evaluating the effectiveness of the educational program, as it allows educators to measure whether students are meeting the desired learning of individuals and societies.

2. Type of Curriculum in Indonesia

Outcomes. Regular reviews and updates to the curriculum are necessary to keep it relevant and responsive to the changing needs of society and the evolving demands of the workforce.

A growing emphasis has been placed on student-centered learning and including diverse perspectives in the curriculum (Wulf, 2019). This approach recognizes the importance of catering to students' unique needs and interests and promoting critical thinking, creativity, and collaboration. Modern curricula often incorporate technology, project-based learning, and interdisciplinary studies to engage students in meaningful and practical learning experiences. The curriculum remains vital in shaping the future as education continues to evolve.



The Indonesian curriculum is designed to cater to the diverse needs of students across the country, reflecting the national educational goals and the region's unique cultural, social, and economic contexts (Solikhah & Budiharso, 2020).

According to the data (Safina, 2020), the types of curriculum in Indonesia can be categorized into several forms:

a. **School-Based Curriculum (*Kurikulum KTSP 2006-2013*)**

The Kurikulum Tingkat Satuan Pendidikan (KTSP), or School-Based Curriculum, was one of the curricula implemented in Indonesia to improve education quality (Saputra, 2021). It was gradually introduced in 2006, replacing the Competency-Based Curriculum (KBK). KTSP provided schools with more autonomy in designing and developing a curriculum that met the needs and characteristics of their students and the local context.

One of the main features of KTSP was the decentralized approach to educational management (Ghufron, 2020). Under KTSP, each academic unit, such as a school, was free to develop a curriculum tailored to local conditions and needs as long as it adhered to the competency standards set by the central government. This allowed schools to be more flexible in determining the content of lessons, teaching methods, and forms of assessment that were most effective for their students.

The School-Based Curriculum (KTSP) has several advantages that support the improvement of education quality in Indonesia (Nisa, 2023). One of its strengths is flexibility, as KTSP allows each educational institution to develop the curriculum according to the conditions and potential of the region and the needs of the students. This enables schools to tailor the lesson content to local characteristics and the students' conditions. Additionally, KTSP allows for the development of the curriculum based on the specific needs of students and the surrounding community, including cultural aspects, language, and regional potential. This curriculum also empowers teachers to design and develop learning materials, giving them the freedom to create more creative and innovative strategies suited to the conditions and characteristics of the students. KTSP also strengthens community involvement in curriculum development, both in terms of teaching materials and teaching methods, enhancing collaboration between schools, parents, and the community. Furthermore, this curriculum encourages the improvement of learning quality in a more holistic manner, considering cognitive, skill, and attitudinal aspects of students. More targeted evaluation is also an advantage of KTSP, as schools can design an evaluation system that aligns with the conditions and learning objectives. Finally, KTSP promotes the integration of technology in the learning process, which is increasingly relevant to the times and allows schools to utilize various learning resources and technologies to support more effective teaching. Thus, KTSP provides

room for each school to grow according to its own potential (Jannah 2023).

b. The 2013 Curriculum (K-13 2013 - 2021)

According to (Sugianto., et al., 2024). The 2013 Curriculum (K-13) is implemented in Indonesia as a replacement for the School-Based Curriculum (KTSP). This curriculum was gradually introduced starting in 2013 and was designed to improve the quality of education with a more holistic approach. K-13 emphasizes the comprehensive development of students' competencies, covering aspects of knowledge, skills, and attitudes aligned with the challenges of the 21st century.

According to (Mansur., et al., 2024). One of the key features of the 2013 Curriculum is the application of integrative thematic learning, especially at the elementary education level. In this approach, subjects are not taught separately but integrated into themes relevant to students' daily lives. The goal is to provide a more contextual and meaningful learning experience, enabling students to connect the knowledge they acquire with real-life situations.

The 2013 Curriculum also introduced project-based learning and authentic assessment models. Project-based learning allows students to learn through hands-on experiences by working on relevant and

challenging projects. Meanwhile, authentic assessment measures students' ability to apply their knowledge and skills in real-world situations. This differs from conventional assessments, which rely more on written tests.

The 2013 Curriculum (K-13) has several advantages designed to improve the quality of education in Indonesia (Nuraeni., et al., 2020). One of its strengths is the integrative thematic approach, which connects various subjects with specific themes, allowing students to better understand the relationships between concepts and apply them in daily life. K-13 also focuses on the development of competencies, not just knowledge (cognitive), by paying attention to three key aspects: attitude (affective), skills (psychomotor), and knowledge, making learning more holistic. This curriculum encourages active, creative, and innovative teaching methods, where students are expected to be more engaged in the learning process through activities that stimulate critical thinking, collaboration, and problem-solving skills. K-13 also emphasizes the development of 21st-century skills, such as critical thinking, communication, creativity, and collaboration, to prepare students to face global challenges (Hasibuan., et al., 2024). Additionally, this curriculum integrates technology into learning, both to access information and to improve the quality of teaching. Assessment in K-13 is more comprehensive, evaluating students' attitudes, skills, and knowledge



simultaneously, with an emphasis on ongoing processes rather than just the final outcome. The curriculum also strengthens the development of students' character and independence, aiming for them to be not only academically intelligent but also have good attitudes, such as discipline, responsibility, and cooperation. Lastly, according to (Costa., et al., 2022). K-13 seeks to make learning more relevant to real-life situations, linking lessons to everyday contexts, so that students can more easily understand and apply their knowledge in life. With these advantages, the 2013 Curriculum is expected to produce a generation that is more intelligent, creative, and ready to face future challenges.

c. **Independent Curriculum (*Kurikulum Merdeka* 2021 –)**

The Independent Curriculum is the latest curriculum implemented in Indonesia to provide more freedom to schools and teachers in organizing the learning process. This curriculum was introduced in response to the need for a more flexible and adaptive education system, especially in the face of globalization and technological advancements (Whalley., et al., 2021). The Independent Curriculum allows schools to tailor the content and teaching methods to the needs and interests of students, as well as local conditions, without being bound by overly rigid regulations.

According to (Irwan., et al., 2024). One of the distinctive features of the Independent Curriculum is its project-based approach, which emphasizes

the development of practical skills and critical thinking abilities. Students are encouraged to learn through projects integrating various disciplines, allowing them to understand how knowledge is applied in real-world contexts. Additionally, assessment in the Independent Curriculum focuses more on the learning process and outcomes than just the ability to complete written tests. This aims to equip students with relevant competencies and prepare them for future challenges.

The Independent Curriculum also emphasizes the importance of student-centered learning (Hoiden, & Reusser 2020). Teachers act as facilitators, helping students discover the most effective ways to learn according to their interests. In this way, the Independent Curriculum is expected to create a more inclusive learning environment that values diversity, where every student can optimally develop their potential. This approach aims to produce a more creative, innovative generation ready to contribute to the global society.

3. comparison of the two previous curricula with the independent curriculum

The advantages of the School-Based Curriculum (KTSP), the 2013 Curriculum (K-13), and the Merdeka Curriculum in the context of English language learning lie in the approach and goals of each curriculum. KTSP provides significant freedom for schools to develop an English curriculum according to the characteristics and needs of students, as well as regional



potentials (Alkampany., et al., 2024). This allows English teaching to be more localized and contextual, giving teachers more room to design methods that suit students' needs.

On the other hand, K-13 emphasizes the development of three main competencies: attitude, skills, and knowledge, including in English language learning (Burhaein., et al., 2020). K-13 focuses on developing students' ability to communicate actively in English, both orally and in writing, with an integrative thematic approach that links English with other subjects, making it easier for students to apply English in their daily lives.

According to (Fatah, 2023). The Merdeka Curriculum, on the other hand, gives teachers more freedom to design English lessons that meet the needs and interests of individual students. With a differentiated approach, students can learn English in ways that suit their pace and learning styles, while also providing more opportunities for real-world interaction through projects or skills-based tasks. Each of these curricula has its own strengths in English language learning, but all aim to improve students' communication skills in English, which are more relevant to the needs of the 21st century.

4. The Aspect of the Changing of Curriculum

The aspects of changing from a traditional or standardized curriculum to an independent curriculum encompass several dimensions of the educational process. These aspects reflect shifts in academic philosophy,

practices, and outcomes (poperechna 2022).

5. Implication for the Evaluation and Learning Process

The changes in curriculum from KTSP to the Merdeka Curriculum have significant implications for the evaluation and learning processes. Each curriculum has a different approach to evaluation and learning, aimed at adjusting to the times and the needs of students. Below is an explanation of the implications of these curriculum changes:

a. Implications for the Evaluation Process

- School-Based Curriculum (KTSP)

In KTSP, evaluation is more flexible and tailored to local needs and school conditions. Schools have the freedom to design an evaluation system that aligns with the curriculum they develop. Evaluation focuses more on achieving the predetermined competency standards (KS), with various assessment methods that can be chosen by teachers. Assessments tend to prioritize tests and exams as forms of evaluating competency achievement.

- 2013 Curriculum (K-13)

K-13 changes the evaluation paradigm with a more comprehensive approach. Evaluation is not only focused on knowledge (cognitive) but also on attitudes (affective) and skills (psychomotor). As a result, evaluation in K-13 is more diverse, including both process and outcome

assessments conducted continuously. The evaluation process involves various techniques, such as observation, written tests, assignments, and project-based assessments. The focus on competency-based assessment makes the evaluation more comprehensive and in-depth, considering students' overall development.

- Merdeka Curriculum

The Merdeka Curriculum provides more freedom to teachers in determining evaluation methods that are better suited to students' characteristics and learning contexts. Evaluation focuses more on project-based assessments, skills, and character development. These assessments are conducted holistically, not just measuring the final outcome but also the learning process. With more projects and skills-based tasks, students are given the opportunity to demonstrate their understanding and application of knowledge in real-life situations.

b. Implications for the Learning Process

- School-Based Curriculum (KTSP)

Learning in KTSP is more structured and adjusted to the conditions of each educational institution. Teachers have the freedom to adapt the materials and teaching methods to meet the needs of their students. The focus of learning is more on achieving the predetermined competency standards set in the curriculum. This allows for teaching that is more

textbook-based and standardized.

- 2013 Curriculum (K-13)

Learning in K-13 focuses on the development of students' competencies as a whole, including attitude, skills, and knowledge. K-13 encourages the application of an integrative thematic approach, where different subjects are taught by connecting certain themes that are relevant to students' everyday lives. The learning is also more student-centered, with teachers acting as facilitators who guide students to think critically, creatively, and engage in collaboration. K-13 also integrates technology use in learning to support students' development in the digital era.

- Merdeka Curriculum

In the Merdeka Curriculum, the learning process is more flexible and differentiated, allowing teachers to adjust the teaching methods and materials to meet the individual needs of students. Learning is designed to give students the freedom to learn according to their interests and pace, encouraging more personalized learning. The focus is also on character development and student independence. Students are given more freedom to explore certain topics, develop personal projects, and connect learning to real-life experiences. With space for creativity and exploration, students become more actively involved in the learning process.

The changes in the curriculum from KTSP to the Merdeka Curriculum have significant impacts on both the evaluation and learning processes. KTSP focuses more on flexibility and evaluation based on competency standards, while K-13 shifts toward more holistic evaluation, emphasizing the development of attitudes, skills, and knowledge. The Merdeka Curriculum emphasizes greater freedom and flexibility in learning, allowing teachers to adjust the content to meet students' needs and focusing on skill and character development. The implications of these curriculum changes point toward a more student-centered approach, prioritizing active, creative, and real-life relevant learning, as well as more comprehensive and competency-based assessments.

B. Independent Curriculum

1. Definition of Independent Curriculum

According to (Anisa, 2022), Independent curricula typically refer to educational programs developed and implemented outside the mainstream educational institution or official educational frameworks. Individuals, private organizations, or alternative education programs could design them. Independent curricula often aim to offer unique approaches to learning tailored to specific needs, preferences, or educational philosophies.

As (Efendi & Suastra 2023). An independent curriculum is an educational program designed, developed, and implemented by an

individual school or educational institution rather than being prescribed or standardized by a central authority such as a state education department or national ministry. This type of curriculum allows for greater autonomy, flexibility, and customization to meet the school's student body and educational philosophy's specific needs, interests, and goals. It often emphasizes innovative teaching methods, holistic development, and contextually relevant content. Later, students who are ready to work will be formed, competent, and virtuous in society (Widya, 2020).

An independent curriculum thus provides a dynamic and adaptable framework for education, prioritizing the specific needs and context of the school and its students over standardized guidelines.

Moving to an independent curriculum can significantly transform the educational landscape by promoting a more dynamic, relevant, and personalized learning environment. However, it also necessitates careful planning, resources, and ongoing professional development to address the challenges and maximize the benefits (Pratikno., et al., 2022).

2. Vision and Mission of the Independent Curriculum

The vision of the Merdeka Curriculum is to create an education system that develops the potential of each student according to their interests and talents, while preparing the younger generation with the skills, knowledge, character, and creativity needed to face future challenges (Amelia, 2023).

The mission of the Merdeka Curriculum includes several important aspects, such as providing freedom and flexibility in learning, allowing schools, teachers, and students to determine the materials, learning methods, and evaluations that suit their individual needs. Additionally, this curriculum focuses on developing students' character and skills, such as critical thinking, collaboration, creativity, and communication, while prioritizing learning based on students' interests and talents (Susanna., et al., 2023). This approach gives students the opportunity to choose and develop their interests and talents through more flexible learning activities tailored to individual potential. The Merdeka Curriculum also emphasizes contextual and relevant learning that connects with real-life situations and prepares students to face global challenges. Furthermore, this curriculum encourages innovation in learning, creating an environment that enriches experiences and fosters experimentation and critical thinking. With this approach, it is hoped that education in Indonesia can provide the freedom to create and innovate, while shaping students' character to be excellent and ready to face the future.

3. The Preparation of English Teacher in the Independent Curriculum

The preparation of English teachers in teaching according to the Merdeka Curriculum involves several important steps that emphasize flexibility, relevance, and the development of students' potential (Hasibuan, 2024). Here are some key aspects that English teachers need to prepare:

a. A Deep Understanding of the Merdeka Curriculum

Teachers need to have a strong understanding of the fundamental principles of the Merdeka Curriculum, such as the freedom to choose materials that are relevant to students' needs, providing opportunities for students to develop their interests and talents, and focusing on the development of 21st-century skills, such as communication and collaboration. This understanding is crucial for teachers to implement the curriculum effectively.

b. Adapting Learning Materials to Students' Interests and Talents

In the Merdeka Curriculum, learning is more flexible and based on students' interests. English teachers need to adjust the teaching materials to be relevant to students' needs and interests, such as choosing topics that encourage students to speak, write, and interact in English according to their interests.

c. Using Innovative Teaching Methods

The Merdeka Curriculum encourages the use of innovative and engaging teaching methods. English teachers need to develop and apply various creative teaching methods, such as project-based learning, the use of technology in teaching, and problem-based learning approaches to enhance students' critical thinking and communication skills.

d. Developing 21st-Century Skills

In addition to language skills, teachers should emphasize the development of 21st-century skills, such as critical thinking, creativity, communication, and collaboration. English teachers can design activities that involve students in group discussions, presentations, or projects that nurture these skills.

e. Designing Flexible Lesson Plans

Lesson plans should be designed with flexibility to allow students to choose paths that suit their needs and progress. English teachers should create lesson plans that not only focus on achieving competencies but also provide space for students to explore topics they are interested in.

f. Implementing Diverse and Authentic Assessments

Assessment in the Merdeka Curriculum is more formative and authentic. English teachers should design assessments that measure not only students' cognitive language abilities but also their ability to communicate, collaborate, and solve problems in English.

g. Developing Students' Character

The Merdeka Curriculum also focuses on character development. English teachers can integrate character values into every learning activity,



such as teamwork, honesty, responsibility, and mutual respect.

h. Training and Professional Development

English teachers need to participate in relevant training to develop teaching skills according to the principles of the Merdeka Curriculum. This could include training in using technology, creative teaching approaches, and various assessment methods.

By preparing these aspects, English teachers can effectively implement the Merdeka Curriculum, creating enjoyable and meaningful learning experiences for students.

C. English Language Learning

1. Definition of English Language learning

According to (Hibatulloh, 2019). English Language Learning is the process by which individuals acquire the ability to understand, speak, read, and write in English. This process encompasses various methods and practices to develop language proficiency, whether learned as a native tongue or as a second or foreign language.

English Language Learning refers to the process by which individuals acquire proficiency in the English language, whether as a first (native)

language or as an additional (second or foreign). Achieving proficiency in English involves overcoming various challenges, such as differences between one's native language and English, and adapting to diverse linguistic and cultural contexts (Aizawa., et al, 2020). Effective English language learning requires consistent practice, exposure to the language in different contexts, and various strategies tailored to individual needs and goals. By integrating these practices, learners can enhance their ability to interact confidently and competently in English-speaking environments.

2. Component in Learning English

Several key components are studied in English language learning and research to develop and assess proficiency (Perry, 2021). These components are integral to mastering the language and can be broadly categorized as follows:

1. Understanding

Gaining the capability to comprehend spoken and written English, including interpreting vocabulary, grammar, and idiomatic expressions.

2. Speaking

Developing the skill to communicate verbally in English, emphasizing pronunciation, fluency, and appropriate use of language in different contexts.

3. Reading

Acquiring the ability to interpret and analyze written English texts, including understanding meaning, context, and nuances.

4. Writing

Learning to express thoughts and ideas clearly and effectively in written English, adhering to grammar, punctuation, and style rules.

English Language Learning involves various educational strategies and resources, such as formal instruction, immersive experiences, and practical exercises, to enhance language skills and effectively communicate in English.

3. Problem in English Language Learning

English language learning can encounter challenges impacting learners' progress and proficiency (Ghafar & Raheem, 2023). One major problem is language interference, where learners apply rules and patterns from their native language to English. This can result in grammatical errors, incorrect word usage, and pronunciation difficulties. For example, native speakers of languages with different sentence structures might struggle with English word order, leading to awkward or unclear sentences. Similarly, differences in phonetic systems can cause learners to mispronounce words or have difficulty understanding different English accents.

According to (Hummel, 2021). Another significant issue is limited exposure and practice. Language acquisition thrives on regular use and immersion, but many learners face limited opportunities to engage in English-speaking environments or a lack of access to interactive resources. This can lead to inadequate practice of speaking and listening skills, hindering overall language development. Additionally, cultural differences challenge understanding idiomatic expressions, cultural references, and social norms integral to effective communication. Overcoming these challenges often requires a combination of targeted language instruction, consistent practice, and artistic exposure to build proficiency and confidence in using English.

D. Relevant Study

The first study by Nasution (2023) is interested in studying the implementation of the independent curriculum at MTs Raudlatul Uluum. This research was conducted using a qualitative descriptive method, the interview. The results of this study describe the obstacles to implementing the curriculum, namely, teachers still have experience with low learning independence, limited references, uneven access to learning, and time management.

A study by Monalisa, & Irfan, (2023) the role of teachers in developing the Independent Curriculum. The article employs library research, drawing from various books, articles, and research findings to gather relevant

information. The results indicate that the development of the curriculum within an institution and the role of a teacher, who must effectively deliver the learning material, are crucial for the realization of the curriculum. Based on the analysis and conclusions presented in the discussion chapter, the author proposes the following recommendations: teachers should be knowledgeable about technological advancements, teachers must be able to implement a constantly changing curriculum, and teachers should establish a priority scale for tasks that need to be completed promptly.

A study by Sasmita & Darmansyah., (2022) *Analisis Faktor-Faktor Penyebab Kendala Guru Dalam Menerapkan Kurikulum Merdeka (Studi Kasus: Sdn 21 Koto Tuo, Kec. Baso)*. This study uses a qualitative research method to examine teachers' challenges in implementing the Merdeka Curriculum. The findings indicate that the problems encountered include limitations in literacy, technology, and soft skills or competencies. At the same time, time management has been effectively implemented in the Merdeka Curriculum.

Similar to previous research, the method used is a qualitative approach examining the problems teachers face in implementing the Merdeka Curriculum. However, the difference is that this study is conducted in areas far from minimum education quality, with very limited media, outdated mindsets, and incomplete optimization of the previous curriculum. Thus, this research can clarify teachers' issues in

implementing the Merdeka Curriculum more comprehensively, even addressing the minimum education quality.



CHAPTER III

METHODOLOGY

A. Research Design

This research designs a qualitative approach that can be conducted to understand the implementation and impact of this curriculum in the educational context. This study could involve in-depth interviews with educators, students, and other stakeholders and document analysis to explore how the Independent Curriculum is applied in practice. The main focus of this research would be to investigate the perceptions and experiences of various parties regarding the curriculum's flexibility and the challenges and opportunities they encounter. Through this approach, researchers can identify effective aspects of the curriculum and potential areas for improvement to enhance the quality of education across different school levels.

Additionally, direct classroom observations and case studies of schools that have fully implemented the Merdeka Curriculum could provide a more comprehensive picture of its application. By analyzing the qualitative data collected, researchers can evaluate how much the Merdeka Curriculum meets its intended learning objectives, how it affects student motivation and engagement, and how educators adapt their teaching methods (Hasna, 2023). The findings from this research are expected to offer valuable insights for the development and refinement of the curriculum in the future.



B. Setting of the Study

The setting of the study refers to the place and time at which the study will be conducted. This study will be conducted in June 2025 at MA PALAPA NUSANTARA, East Lombok, during the new academic year.

C. Participants of the Study

This study's participants or informants will be three the best students and english teachers at MA PALAPA NUSANTARA, East Lombok

.Table 1.1

Participants of Research	Affiliation on the School
English Techer 1	English teacher on the 10 grade
English Teacher 2	English teacher on the 11 grade
English teacher 3	English teacher on the 12 grade
Three The Best Student at MA PALAPA NUSANTARA	The best student on 10 grade
	The best student on 11 grade
	The best student on 12 grade

D. Data Source

In information technology and data analysis, a **"data source"** refers to the location or entity from which data is collected or obtained. This study uses primary data obtained directly by the researcher from the relevant

informants. It has three primary data sources: interviews, observation, and questionnaires.

1. Questionnaire

In this questionnaire section the researcher presented several question that lead to learning style according to Fleming's theory, namely the VARKAK (Visual Auditory, Read – Write, and Kineshtetic) learning style method. For example, “when I am learning?” a. like to talk things through; b. si patterns in things; c. use example and application; d. read book, articles, handout; (Vark – learning . com, 2019). The answer to question can direct researcher to identify problems and advantages of merdeka curriculum.

2. Interview

According to (Archibald., et al. 2019). Interview is a data collection method where a researcher or interviewer interacts directly with individuals to obtain information, opinions, or experiences. Interviews are commonly used in qualitative research, product development, hiring processes, and other contexts. Researchers conducted interviews with teachers and students who were the first to implement an independent curriculum at MA PALAPA NUSANTARA.

3. Observation

According to (Lofland., et al. 2022). Observation is a data collection method involving the direct Observation of behaviors, events, or phenomena in natural or controlled settings. Qualitative research often

uses it to understand how individuals or groups behave in specific contexts. Observations can be conducted systematically and structured or more informally and flexibly, according to (Remler & Van Rizin, 2021). Observation is an effective method for understanding how individuals or groups behave in specific contexts, but its success depends on the observer's skills and the clarity of the research objectives. Teachers and students at MA PALAPA NUSANTARA conduct Observation during the teaching and learning process.

E. Data Collection

Data collection is gathering information from various sources to answer questions, test hypotheses, or evaluate outcomes (Pandey & Pandey, 2021). This process involves identifying what data is needed, selecting the methods and tools for gathering it, and then collecting it systematically. The quality of data collection impacts the validity and reliability of the results, making careful planning and execution crucial.

1. Definition of Key Terms

a. English Language Learning

Learning English can be a transformative experience, offering a gateway to global communication and opportunities. As the most widely spoken language worldwide, English is a common thread connecting people from diverse backgrounds. Mastery of English opens doors to international travel, global business, and cultural exchange. In academic

settings, proficiency in English is often essential for accessing a vast array of research and scholarly resources and participating in global academic communities (Singh, 2019).

b. Implementing an Independent Curriculum

Implementing an independent curriculum involves designing and delivering an educational program that allows learners to direct their learning experiences. This often focuses on personalized, self-paced, and interest-driven education (Maulisa et al., 2024). By focusing on these aspects, an independent curriculum can foster a more engaging and effective learning experience, empowering students to take ownership of their education and develop skills relevant to their personal and professional goals.

2. Instrument of the study

a. Researcher

By carrying out these tasks, researchers play a crucial role in expanding knowledge, finding solutions to existing problems, and advancing various fields of science and technology. The role of a researcher involves several key activities, which may vary depending on the field of study and the research methods used.

a. Observation

During classroom teaching observations, researchers directly observe and record interactions, teaching methods, and classroom dynamics in a real-world context. Researchers focus on how the instructor delivers the material, how students respond, and factors influencing the teaching and learning process, such as classroom atmosphere and instructional materials. Researchers gather detailed and contextual data on teaching practices and student learning experiences by documenting behaviors, techniques, and situations occurring during the session. This is then used to analyze teaching effectiveness, identify challenges, and make recommendations for improvement.

b. Interview Guide

The purpose of an interview guide is to provide structure and clear direction throughout the interview process, ensuring that all relevant topics are discussed consistently and in-depth. Using an interview guide, the interviewer can steer the conversation systematically, gather the necessary information effectively, and keep the interview focused on the research or evaluation objectives. An interview guide also helps create a more organized and efficient interview experience and facilitates more accurate and comprehensive data analysis.

3. Technique of Collecting Data

- a. Researchers select subjects using purposive sampling techniques from teachers who have participated in technical guidance on

implementing the Independent Curriculum and students who have implemented the Independent Curriculum.

- b. The researcher conducted an observation by the respondents to observe the technique and feedback between the teacher and student during the learning and studying process.
- c. The researcher gave the questions to the respondents and gave them 10 minutes to answer them.
- d. Next, the researcher conducts interviews directly with respondents according to the interview guidelines while recording during the interview.
- e. The researcher listened to the recording repeatedly and then summarized the researcher's result in document form.
- f. In the final stage, the researcher analyzed the data.

F. Data analysis

Data analysis is collecting, organizing, analyzing, and interpreting data to obtain useful information and make better decisions (Alem, 2020). Data analysis converts data to information and knowledge and explores the relationship between variables

After collecting all of the data, the researcher analyzed it. The researcher used data reduction, data display, conclusion drawing, or verification by Miles and Huberman (1994).

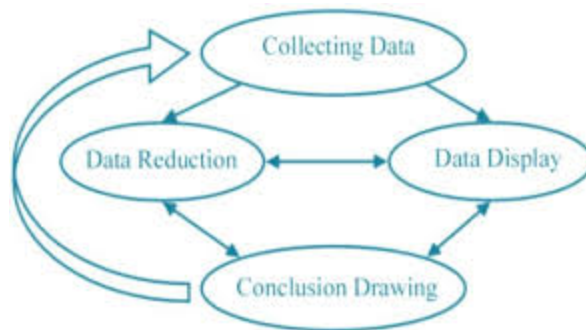


Figure 2. Cycle Miles & Huberman (1994)

1. Data Display

The researcher narrates the data obtained in the data display by classifying the difficulties, challenges, and obstacles teachers and students face in implementing an independent curriculum.

2. Conclusions, Drawing, and Varying

After presenting the data, the researcher explained what the teachers' shipments and learning were by concluding the research findings.

CHAPTER IV

RESULT AND DISCUSSION

A. Result

The next step in this research is focus on the result to answer the research question that have been stated in the previous past. The researcher has taken three sample of English student and teacher in the this year (2025/2026) as respondents. In this research, researcher use three techniques of collecting the data, an observation, an interview guide

and questionnaire. The following are the results of the research data has been carried out:

1. Observation Result

Observations were conducted on the learning process at three grade levels, grade 1, grade 2, and grade 3. The focus of this observation was teacher preparation, teaching methods, and teacher assessment methods for learning outcomes, while for students, it was the response and feedback to the material studied.

a. First observation

From the observation results, it was found that all the requirements and criteria to be able to be said to have implemented the independent curriculum, starting from planning before learning was carried out such as RPP and ATP had been prepared completely but there were some media and learning resources that still could not be obtained such as videos that were relevant to the learning material, smooth projectors, electronic dictionaries that could access vocabulary quickly. When learning was carried out, the teacher carried out an opening before entering the core material such as attracting students' attention and focus, conveying learning objectives and linking material to the context could be done well. After the opening activity, the teacher enters the core learning. By implementing differentiated learning including content, process and product, during the learning, the teacher rarely uses English, even just to encourage students to communicate. On the other hand, most students

are also less enthusiastic, active and involved in learning. In the closing activity, the teacher has never done it, summarizing the learning due to the limited time estimate. After the teacher delivered the core material, the teacher then gave homework as a formative assessment to see student feedback. However, it was done once in 4 meetings.

b. Second observation

Observation was conducted in class XI, starting from the preparation of complete ATP/RPP and the use of media such as electronic dictionaries, image media, videos and nature learning were well prepared. Then in the learning stage the teacher started the learning with prayer and warming up and did not forget to link the basic and core competencies of the material. 27 out of 30 students who were taught received active learning, but for the application of English during study hours or outside study hours it was very little so that students easily forgot the material and were not used to speaking English in the closing was rarely done due to the limited time estimate. feedback from students on English learning began to be carried out such as using vocabulary in English even though one or two words, the assessment that was lacking was only carried out once in three meetings.

c. Third observation

observation was conducted in class XII, starting from the preparation of complete ATP/RPP and the use of media such as electronic dictionaries,

image media, videos and nature learning were less prepared. then in the learning stage the teacher started the learning with prayer and warming up and did not forget to link the basic and core competencies of the material. 28 out of 29 students who were taught received active learning, and for the application of English during study hours or outside study hours it was active in using English and were not used to speaking English in the closing was rarely done due to the limited time estimate. feedback from students on English learning began to be carried out such as using vocabulary in English even though one or two words, the assessment that was often was carried out three times in three meetings.

2. Interview Result

Interview was conducted by asking some question referring to know specific obstacle and superiority in implanting independent curriculum.

Regarding the first question in the interview, participant 1 stated that he uses real-world tasks that reflect everyday language use, such as presentations. In supporting students with varying levels of ability, I use a variety of tips depending on ability, for example, students with low ability are given short texts and basic exercises, while more advanced students are given essay or presentation writing assignments. When I implemented this system, students were interested in projects that were close to their world, such as local culture and global trends. I provide feedback on students' learning outcomes to help them recognize their strengths and weaknesses in using English, both orally

and in writing. For example, I comment on sentence structure, vocabulary, or pronunciation. As a result, students gradually correct their mistakes within that context. After several months of implementing the Merdeka curriculum in my learning, I encountered difficulties. I was initially confused about the learning outcomes, differentiation, and formative assessment emphasized in the Merdeka curriculum. However, I now have a better understanding of these learning outcomes through discussions with other English teachers.

Participant 2 stated that The assessment reflects 21st-century skills, such as critical thinking and communication, which are all essential in English language learning. To support students with diverse abilities, I implement scaffolding, such as providing step-by-step instructions for creating texts or speaking. I also use visual aids, examples, or translations to aid comprehension. In this way, students' responses to their learning are stimulated, training students in communication, collaboration, and creativity skills that require interaction and self-expression. I provide feedback on students' initial learning outcomes by inviting them to reflect on the feedback in a learning journal. This is very helpful in encouraging students to become independent learners who can evaluate themselves and correct mistakes. The main challenge that is often encountered is because students have cultural differences between one student and another, so I have a little difficulty in finding or creating English teaching materials that are appropriate to the local

context and student needs. However, I decided to use these cultural differences to introduce and discuss with their friends so that they can gain an understanding of English that is appropriate to each student's daily context and insight into cultures outside their area.

Participant 3 stated that Competency-based assessment emphasizes students' ability to use English to achieve specific goals, such as communicating effectively, understanding texts, and writing well. To support students with different abilities, teachers must effectively conduct diagnostic assessments at the beginning to determine students' English language ability levels in order to design relevant learning activities and determine individual teaching targets. Then, from observations of students, students are more interested in projects that are close to their world, for example environmental themes, local culture, or local trends. This makes learning more relevant and strengthens the relationship between material and lessons. The role of frequent feedback is to enable all students to participate according to their capacity. Such as providing projects based on students' strengths and interests. However, there are difficulties that I face, namely because I am used to using written tests and ultimately find it difficult to carry out complex authentic and formative assessments and until now there has been no suitable and correct solution according to this.

3. Questionnaire Result

To collected the data from the field, the present researcher shared the questionnaire research to students and teachers to search for data in a simple but more precise way, on June 23,2025. Here to clarify the result of the questionnaire.

There are the data shown from the questionnaire :

Table 1

The result of the questionnaire for the teacher

no	OTHER QUESTIONNAIRE	S	C	K	T
1	How much do you understand the principles of the independent curriculum in learning English?	1	2		
2	How ready are you to implement differentiated learning based on student needs in English lessons?		3		
3	How do you assess the effectiveness of the English language teaching modules available on the Merdeka belajar platform		3		
4	How often do you use language-based projects in your learning?	2	1		
5	How is the support from the principal and curriculum team for		3		

the implementation of the independent curriculum for English?					
OTHER QUESTIONNAIRE		ANSWER			
1	What are the main challenges you face in developing English language learning based on the independent curriculum?	1. Adapting materials to students' needs 2. Time management and learning administration			
2	What is the level of students' ability in understanding English material using the independent curriculum approach?	1. Some students need more support 2. Many students are not ready			
3	The most common obstacles you experience when implementing Project Based Learning in English lessons	1. Students are not used to group learning 2. Students are less able to use English in projects			
4	In your opinion, learning English with the independent curriculum	1. Requires more preparation 2. More attractive and flexible			
5	What efforts have you made to overcome difficulties in teaching English using the independent curriculum approach?	1. Participating in MGMP community training 2. Looking for teaching references from outside PMM 3. Discussion and collaboration with other English teachers 4. Adapting material from the previous curriculum			

NOTE : S (VERY/SANGAT), C (INOUGH/CIKUP), K (LESS/KURANG), T (NEVER/ TIDAK PERNAH)

From the table 1 above, we can see that English teachers was ready to

teach English using the Merdeka Curriculum. In addition to support from the school, teachers often use project-based learning in their teaching.

For more detailed information on the challenges faced by each teacher in implementing the independent curriculum, see preparation, including numerous training sessions such as MGMP (National Teachers' Forum), numerous references outside of PMM (Public Education Development Center), and numerous collaborations with other English teachers. Meanwhile, the benefits experienced during teaching include more engaging and flexible materials.

Besides that, there are also challenges that must be faced to achieve better results, such as more effective time management and learning administration. Adapting the material to the needs of students with different talents, interests, and cultures. So that some students are enthusiastic and some students need more guidance in understanding the material presented. Many problems are found in most students, such as students who are less able to use English in projects.

Table 2

The questionnaire for the student

No	OTHER QUESTIONNAIRE	ST K	TS	N	S	SS
1	I am very enthusiastic about learning English in a new way.				2	1
2	I understand the purpose of project-		1	1	1	

	based learning in English.					
3	The teacher explains the English material clearly and is easy to understand.			2	1	
4	I had difficulty when asked to make a project in English		1	2		
5	I have difficulty understanding English material because of my limited vocabulary.			1	2	
6	I feel that the independent curriculum helps me to be more active in learning.			1	2	
7	I feel happier learning English with the old method		1	2		
	OTHER QUESTIONNAIRE			ANSWER		
1	What is the most difficult thing for you when learning English?			1. difficult to understand English assignment instructions 2. not confident in speaking English		
2	How often do you participate in English lessons?			1. sometimes when I understand the purpose and benefits of the lesson 2. often because I mostly understand the material being taught		

3	What methods that teachers often use in teaching English.?		1. individual or group projects
4	What do you think about learning English with the independent curriculum?		1. not much different from previous curriculum 2. fun and helps me grow
	NOTE : SS (Sangat Setuju), STS (Sangat Tidak Setuju), S (Setuju), SS (Sangat Setuju), N (Netral)		

From table 2 above, we can see that students are interested in learning English using the independent curriculum, but also face several challenges in implementing the method.

Students who are interested and serious about learning English are quite enthusiastic in participating in the learning process. This is because the objectives of the activities or projects are clear, the teacher's methods are easy to understand, and there are many interesting new ways to learn, so students feel more developed in this English lesson.

However, there are also challenges that most students face, such as a lack of vocabulary to use and a lack of confidence in using English in every project they undertake.

B. Discussion

To achieve the best results in implementing a curriculum in learning, the learning stages must be carried out according to the steps outlined in the curriculum. The independent curriculum includes several elements, such as a thorough understanding of curriculum principles, contextual material

development, teacher training, and the use of technology (Pramhesworo et al., 2023). The description of the research results at *MA PALAPA NUSANTARA Selebung Ketangga* shows that all English teachers have a fairly good understanding of implementing the independent curriculum. In English language learning, the effective implementation of the Independent Curriculum also adheres to the curriculum's core principles (Purnama & Pawiro, 2023). Learning is designed to be learner-centered, meaning students are encouraged to actively explore and use English according to their context and interests. For example, students can choose themes or projects relevant to their lives, making the learning process more meaningful (Hssbuloh & Hassan, 2022). Teachers are encouraged to choose learning methods such as project-based learning, problem-based learning, or communicative approaches, which emphasize the practical and functional use of language. This curriculum also encourages interdisciplinary learning and the use of digital media, which are highly relevant in English language teaching (Yang et al., 2022).

The first teacher at MA PALAPA NUSANTARA has good readiness in implementing the independent curriculum, both before learning in class, the administration is quite complete proving that he has a good understanding of the independent curriculum. However, from the learning plan there are some that have not been realized such as the media needed and sufficient time to complete the material so that students' understanding of the material presented is not complete, so that for one

discussion two learning meetings must be held which makes students have to recall the previous material. In each meeting, the first teacher always uses the integration of culture, hobbies and different habits of his students so that he finds problems, namely the difficulty in uniting the differences that his students have to create context.

According to (ferlazzo & sypnieski, 2022). Teaching English to students from diverse backgrounds requires the right approach and effective strategies to ensure smooth and efficient learning. An important first step is to identify each student's background and ability level through a simple diagnostic test or short interview. This will help teachers tailor materials and teaching methods from the outset, ensuring optimal use of class time. After identifying differences in student abilities, a differentiated approach becomes key (Nadeem & Thalho 2020). Teachers can adapt materials and assignments to suit their abilities, combining various learning methods such as visual, audio, and kinesthetic. Through this approach, all students can actively learn without feeling left behind or bored. Collaborative activities can also be implemented, such as group discussions or collaboration between students of varying abilities, so they can help and learn from each other.

Contextual and functional use of language is also crucial. English should be taught in everyday contexts so students see the immediate benefits of what they're learning. Activities like simulations, role-playing, or creating simple projects will help them understand the language in real-life

contexts (Falbo 2020). Furthermore, utilizing technology like videos, language learning apps, and educational games can accelerate student understanding while saving teachers time in delivering material. An inclusive and safe learning environment must also be established so that all students feel comfortable participating without fear of making mistakes. Teachers need to provide emotional support and constructive feedback, and encourage diversity as a classroom strength. In a positive environment, students will be more confident and engaged, which, of course, enhances the effectiveness of learning. Finally, teachers need to reflect and evaluate regularly (Charteris et al., 2024). By reviewing the strategies used and getting feedback from students, teachers can make necessary adjustments to maintain time efficiency and learning quality (Polocok & Tolone, 2020). Through this combination of strategies, English teaching can be effective, structured, and enjoyable, even for students with diverse backgrounds.

The second teacher at MA Palapa Nusantara has a fairly good understanding of the Merdeka curriculum, especially with the complete preparation needed, such as curriculum administration and a smooth learning process with easy-to-understand learning tips, making it easy for students to grasp the material presented. However, there are also obstacles encountered, namely, to strengthen students' strong memory of the material taught, it is necessary to practice speaking English as often as possible.

Learning English can still be done effectively with simple but consistent strategies. One method that can be implemented is the microlearning method, which involves learning in small chunks, such as memorizing five new vocabulary words or watching short English videos for just five to ten minutes per day (Walmaqfirah, 2023). Furthermore, switching your daily media consumption to English is also very helpful, for example, by watching movies with English subtitles, listening to songs or podcasts while doing activities, and setting the language on your phone or social media to English (Muftah, 2024). This method makes learning feel natural without requiring a dedicated time.

The third teacher at MA PALAPA NUSANTARA also has a deep understanding of the independent curriculum. For example, she prepares administrative files quite well, but she chooses to use old methods in teaching because she focuses more on students preparing for final school exams. Participating in MGMP activities is a way for teachers at MA PALAPA NUSANTARA to understand the independent curriculum and discussion and collaboration between English teachers is the solution chosen to solve problems.

CHAPTER V

CONGCLUSTION

The challenges faced by teachers and students in implementing the Merdeka Curriculum as a guideline for teaching and learning English are relative. They depend on the circumstances of the students, teachers, and the facilities and infrastructure provided by the institution. Students have different learning abilities; some are faster and some are slower in understanding the material. Teachers' methods may also be suited to one individual, while others are suited to another. The Merdeka Curriculum encourages teachers to think critically in determining methods, fostering broad insight and ensuring they consistently implement current technology. The media provided must be comprehensive and creative, tailored to students' needs.

The independent curriculum makes students more enthusiastic in learning English because it is tailored to their interests and needs. However, behind the positive benefits for students, there are negative aspects or difficulties experienced by teachers due to the differences in background and interests of each student. For example, students who live at home and technology will have difficulty understanding lessons that are contextualized in the real world and free. Conversely, schools are obliged to help students by facilitating media to help remember such as audiovisuals, videography, language practice rooms and other



learning media. However, from that, the limited media becomes a big problem, making it difficult for students to remember the vocabulary taught.

Teachers also need a significant amount of time to design more efficient lessons, allowing for more effective memorization, understanding, and practice of communicating, writing, and reading in English. However, the sheer number of other learning activities reduces teachers' estimated time for preparing materials and lesson plans.



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RATIFICATION

**CHALLENGES IN IMPLEMENTING THE
INDEPENDENT CURRICULUM IN ENGLISH
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KHAIRUL WARDANI

NPM. 200202069

Accepted by the board of Examiners as the requirement for degree of *Sarjana Pendidikan* in English Language Education on November, 28th 2025.

Board of Examiners

Ari Prasetyaningrum, M.Pd
NIDN.0826098101

14-10-2025

(.....)

Usuluddin, M.Pd
NIDN.0831126420

05-10-2025

(.....)

Hajriana Arfah, M.Pd
NIDN.0810018001

08-10-2025

(.....)

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Faculty of Language, Art, and Humanities
Dean,



Dis. Dr. Ronzana, M.Pd
NIDN.08112311983011071

APPROVAL

**CHALLENGES IN IMPLEMENTING THE INDEPENDENT CURRICULUM IN
ENGLISH LANGUAGE LEARNING AT THE SENIOR HIGH SCHOOL LEVELS**

KHAIRUL WARDANI
NPM.200202069

**This is to certify that this thesis has been approved
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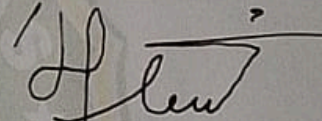
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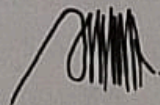
Usuluddin, M.Pd.
NIDN. 0831126420



Hajriana Arfah, M.Pd.
NIDN. 0810018001

Acknowledged by,

**Study program of English Language Education
Head,**



M. Adib Nazri, M.Pd.
NIDN. 0824038801



