

**THE IMPLEMENTATION OF ENGLISH LANGUAGE
TEACHING METHOD BASED ON MERDEKA CURRICULUM
IN JUNIOR HIGH SCHOOL IN PALOPO**

A Magister Thesis

*Submitted to fulfill the Requirements for the Master's Degree in English Language
Teaching (M.Pd.)*



Composed by:

ANDI HASRI TRI ULANDARI

Reg. Num. 2305040008

**ENGLISH EDUCATION STUDY PROGRAM
POST-GRADUATE**

STATE ISLAMIC UNIVERSITY OF PALOPO

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- 1. Prof. Dr. H. Rustan S., M.Hum.**
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2025

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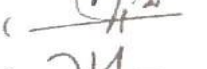
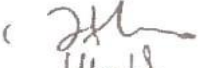
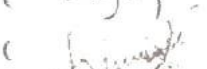
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THESIS APPROVAL

Master's thesis entitle "The Implementation of English Language Teaching Method Based on Merdeka Curriculum in Junior High School in Palopo" written by Andi Hasri Tri Ulandari, student Identification number 2305040008, student of UIN Palopo Postgraduate Tadris English Language Study Program, which has been examined in the *Munqasah* session of the research on Monday, 03th of September 2025 which coincide with 10 Rabi'ul Awal 1447 H, and accepted as a requirement for obtaining a master's degree in field of Tadris English Language (Master of Education).

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KNOWLEDGMENTS

بِسْمِ هَالِكِ الرَّحْمَنِ الرَّحِيمِ
الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْبَرِيَّةِ وَالْوُزَّارِ وَسَلَامٌ عَلَى أَهْلِ بَيْتِهِ أَجْمَعِينَ
(أَهَا بَعْدُ)

In the name of Allah, the Most Compassionate, the Most Merciful. All praise is to Allah (SWT), the Lord of the Worlds, who has bestowed the strength and well-being necessary to complete this research, titled *“The Implementation of English Language Teaching Methods Based on Merdeka Curriculum in Junior High Schools in Palopo.”* After a lengthy and meticulous process, this thesis has been finalized to fulfill the requirements for obtaining a master’s degree in the English Tadris study program at the State Islamic University (UIN) Palopo.

May the blessings and peace of Allah be upon our beloved Prophet Muhammad (SAW), his family, his companions, and all his followers until the end of time.

Although this work may not be without flaws, its completion was made possible through the support, guidance, and motivation of numerous individuals. Therefore, the author would like to extend deepest gratitude, with the utmost sincerity, to all those who contributed :

1. Dr.Abbas Langaji, M.Ag. as a rector of UIN Palopo, Dr. Munir Yusuf ,M.Ag.as a vice Rektor 1, Dr. Masruddin., M.Hum.as a vice Rektor II. And Dr. Mustaming., S.Ag. as vice Rektor III.
2. Prof. Dr. Muhaemin, M.A. as director of the UIN Palopo postgraduate Program Dr. Helmi Kamal, MH.as a vice of director of Postgraduate Studies at UIN

Palopo.

3. Dr. Wisran, S.S.,M.Pd. as Head of English Language Education Postgraduate Program at UIN Palopo, Dewi Furwana,S.Pd.I.,M.Pd. as a Secretary of English Language Education Postgraduate Program at UIN Palopo, along with Ardilah Adriyani, S.Pd. as staff of English Language Education Postgraduate Program at IAIN Palopo who have provided a lot of help and guidance in completing the thesis.
4. Prof. Dr. H. Rustan Santaria, M.Hum., and Dr. Wisran, S.S., M.Pd., serving as Supervisor I and Supervisor II respectively, have dedicated considerable time to offering guidance, insights, and direction throughout the thesis completion process.
5. All lectures and staff of UIN Palopo who have educated the author while at IAIN Palopo and provided assistance in compiling this thesis.
6. A. Musafir Rusyaidi, S.Pd.I.,M.A.TESOL.,Ph.D. as lecturer who help me to validate my Instrument.
7. All headmasters, English teachers, and all eighth-grade students at each school, namely SMPN 3 Palopo, SMPN 4 Palopo, SMPIT Insan Madani, and SMPIT Ibnu Sina, who have provided opportunities and cooperation to the author in the process of completing this research.
8. I would like to express my sincere gratitude to my beloved parents, whose unwavering support and prayers have played an important role in my commitment to completing my college assignments. In addition, I would also like to thank my siblings for their constant encouragement.
9. To all my esteemed colleagues and fellow students of the 2023 UIN Palopo postgraduate English Tadris Study Program, particularly those in the non-

regular TBI Class and the regular Class, I extend my heartfelt appreciation for the remarkable enthusiasm and camaraderie you have demonstrated in the preparation of their theses.

Hopefully what we do is worthy of in the sight of Allah swt, and all the effort we make will be easier by Him, Aamiin.

Palopo, 20th August 2025

Andi Hasri Tri Ulandari

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ABSTRAK

Andi Hasri Tri Ulandari, 2025. *“Implementasi Metode Pengajaran Bahasa Inggris Berdasarkan Kurikulum Merdeka di Sekolah Menengah Pertama di Kota Palopo.”* Tesis Pascasarjana Program Studi Tadris Bahasa Inggris, Universitas Islam Negeri Palopo. Dibimbing oleh Rustan S. dan Wisran.

Penelitian ini bertujuan menganalisis implementasi metode pengajaran bahasa Inggris berdasarkan Kurikulum Merdeka di Sekolah Menengah Pertama Negeri dan Swasta di Kota Palopo. Desain penelitian yang digunakan adalah deskriptif kualitatif dengan pengumpulan data melalui observasi kelas, kuesioner, dan wawancara. Seorang guru bahasa Inggris dari masing-masing dua sekolah negeri dan dua sekolah swasta diamati selama dua kali pertemuan di kelas, dan penelitian ini dilaksanakan selama sekitar dua minggu, yaitu pada 5–21 Mei 2025. Hasil penelitian menunjukkan bahwa guru di kedua jenis sekolah menerapkan beragam metode, termasuk pendekatan aktif seperti *Project-Based Learning* (PjBL), *Inquiry-Based Learning* (IBL), dan diskusi kolaboratif. Guru di sekolah swasta cenderung lebih konsisten dan reflektif dalam menggunakan metode inovatif, sedangkan guru di sekolah negeri menunjukkan fleksibilitas serta upaya beradaptasi dalam keterbatasan fasilitas dan waktu. Tantangan utama yang dihadapi guru mencakup keterbatasan sumber daya, kondisi siswa, serta persiapan pembelajaran. Wawancara mengungkapkan bahwa guru di sekolah negeri maupun swasta memiliki pemahaman, sikap positif, dan komitmen dalam menerapkan Kurikulum Merdeka, meskipun praktiknya bervariasi sesuai konteks sekolah. Secara teoretis, penelitian ini memperkaya kajian implementasi Kurikulum Merdeka dengan menyoroti perbedaan persepsi dan praktik guru di sekolah negeri dan swasta, sekaligus menegaskan peran faktor kontekstual dalam keberhasilan metode pengajaran bahasa Inggris.

Kata Kunci: Pengajaran Bahasa Inggris, Kurikulum Merdeka, Sekolah Negeri dan Swasta, Tantangan Guru, Persepsi guru

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ABSTRACT

Andi Hasri Tri Ulandari, 2025. *“The Implementation of English Language Teaching Method Based on Merdeka Curriculum in Junior High School in Palopo.”* Thesis of Postgraduate English Language Education (Tadris Bahasa Inggris) Study Program, Universitas Islam Negeri Palopo. Supervised by H. Rustan S. and Wisran.

This study aims to analyze the implementation of English teaching methods aligned with the Merdeka Curriculum in both public and private junior high schools in Palopo City. Using a descriptive qualitative design, data were collected through classroom observations, questionnaires, and interviews. One English teacher from each of two public and two private schools was observed during two classroom sessions, with the research conducted over approximately two weeks (May 5–21, 2025). The findings reveal that teachers in both school types employ a variety of methods, including active approaches such as Project-Based Learning (PjBL), Inquiry-Based Learning (IBL), and collaborative discussions. Private school teachers tend to be more consistent and reflective in using innovative methods, while public school teachers demonstrate flexibility and adaptability despite limited facilities and time. Key challenges include resource constraints, student conditions, and lesson preparation. Interviews indicate that teachers in both public and private schools possess a solid understanding, positive attitudes, and strong commitment to implementing the Merdeka Curriculum, although their practices vary according to school context. Theoretically, this research enriches the discourse on Merdeka Curriculum implementation by highlighting differences in teacher perceptions and practices between public and private schools and by underscoring the role of contextual factors in the successful application of English teaching methods.

Keywords: English Teaching, Merdeka Curriculum, Public And Private Schools, Teacher Challenges, Teacher Perceptions

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المخلص

أندي حسري تري أولنداري، ٢٠٢٥. "تنفيذ منهجية تدريس اللغة الإنجليزية وفقاً لمنهج مريديكا في المدارس المتوسطة بمدينة بالوبو". رسالة ماجستير في برنامج تدريس اللغة الإنجليزية، الدراسات العليا، جامعة بالوبو الإسلامية الحكومية. بإشراف الأستاذ الدكتور رُستان س.، والدكتور وسران.

يهدف هذا البحث إلى تحليل تنفيذ منهجيات تدريس اللغة الإنجليزية وفقاً لمنهج مريديكا في المدارس المتوسطة الحكومية والأهلية بمدينة بالوبو. وقد استخدم البحث المنهج الوصفي النوعي، مع جمع البيانات عن طريق الملاحظة الصفية، والاستبيان، والمقابلة. وقد تمت متابعة معلم لغة إنجليزية واحد من كل مدرسة (مدرستان حكوميتان ومدرستان أهليتان) خلال حصتين دراسيتين، ونفذ البحث في مدة تقارب أسبوعين من ٥ إلى ٢١ مايو ٢٠٢٥. أظهرت نتائج البحث أن المعلمين في كلا النوعين من المدارس طبقوا أساليب متنوعة، منها المناهج التفاعلية مثل : **التعلم القائم على المشروع، والتعلم القائم على الاستقصاء، والمناقشة التعاونية.** وُجد أن معلمي المدارس الأهلية أكثر التزاماً وتأماً في استخدام الطرق المبتكرة، بينما أبدى معلمو المدارس الحكومية مرونة وجهداً في التكيف مع محدودية الإمكانيات والوقت. وتتمثل التحديات الرئيسية التي يواجهها المعلمون في نقص الموارد، وأوضاع الطلاب، وكذلك الاستعدادات التعليمية. كما كشفت المقابلات أن المعلمين في المدارس الحكومية والأهلية لديهم فهم وموقف إيجابي والتزام بتطبيق منهج مريديكا، وإن كانت الممارسات تختلف باختلاف سياق المدرسة. ومن الناحية النظرية، يُسهم هذا البحث في إثراء الدراسات حول تطبيق منهج الحرية من خلال إبراز اختلاف التصورات والممارسات بين المعلمين في المدارس الحكومية والأهلية، وتأكيد دور العوامل السياقية في نجاح منهجيات تدريس اللغة الإنجليزية.

الكلمات المفتاحية: تدريس اللغة الإنجليزية، منهج مريديكا، المدارس الحكومية والأهلية، تحديات المعلمين، تصورات المعلمين

اللغة تطوير وحدة قبل من التحقق تم



CHAPTER I

INTRODUCTION

A. Background

Education in Indonesia is a key cornerstone in the sustainable development of society and the country.¹ Despite significant progress in improving education access and participation, complex challenges continue to arise, including inequalities in education access between urban and rural areas and between different islands.² In addition, the quality of education is an important focus of education reform, with major efforts being made to improve teacher quality, relevant curricula and adequate education facilities.³

Education is an important aspect of national development. In facing the challenges of the 21st century, Indonesia's education system continues to undergo reforms, both in terms of policy, curriculum, and teaching strategies.⁴ Since 2019, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has implemented the Merdeka Belajar policy as an effort to promote a more flexible, contextual, and student-centered education transformation.⁵

¹ OECD, 'Transforming Education in Indonesia: Examining the Landscape of Current Reforms', *OECD Education Policy Perspectives*, 88.88 (2023) <<https://www.oecd.org/pisa/data/2022database>>.

² Fika Damayanti and others, 'The Problem of Education in Indonesia Is the Independent Curriculum the Solution', *Scholar : Educational Scientific Journal*, 13.5 (2023), 917–24.

³ Daniel Suryadarma and Gavin W. Jones, *Education in Indonesia, Education in Indonesia*, 2013 <<https://doi.org/10.2307/3023860>>.

⁴ Yasri Tika Damayanti, 'Analysis Project-Based Learning of English Speaking Skills in Merdeka Curriculum', *DUTIES: Education and Humanities International Journal*, 1.1 (2025), 10–22 <<https://doi.org/10.70152/duties.v1i1.171>>.

⁵ Abdul Fattah Nasution and others, 'Konsep Dan Implementasi Kurikulum Merdeka', *COMPETITIVE: Journal of Education*, 2.3 (2023), 201–11 <<https://doi.org/10.58355/competitive.v2i3.37>>.

One concrete implementation of the Merdeka Belajar policy is the application of the Merdeka Curriculum at various levels of education. This curriculum gives teachers the freedom to design lessons according to the characteristics of their students and encourages students to be more active, creative, and critical thinkers.⁶ In the context of English language learning, the Merdeka Curriculum approach encourages communicative, project-based teaching that prioritizes enjoyable and meaningful learning experiences.⁷

However, the success of the Merdeka Curriculum implementation depends heavily on how teachers understand and apply appropriate teaching methods. Teaching methods are not only tools, but also the main bridge between teaching materials and student understanding. Teachers have the freedom to choose and adapt methods, but this freedom also requires professional responsibility in managing classrooms, facilitating the learning process, and designing differentiated learning.⁸

Various learning methods are developed and applied in the Indonesian educational context to improve the effectiveness of English language learning.⁹ Ranging from traditional approaches to innovative technology-based approaches,

⁶ Wahyusi, Masruddin, and Wisran 'Teachers ' Barriers in Implementing Merdeka Curriculum in Teaching English at Junior High School', *IDEAS: Journal on Language Teaching and Learning, Linguistics and Literature*, 4778 (2025), 4193–4203 <<https://doi.org/10.24256/ideas>>.

⁷ Damayanti.

⁸ M Sari, 'Strategi Guru Dalam Menghadapi Peralihan Kurikulum Dari K13 Menuju Kurikulum Merdeka Di Sd Desa Mahalona Kabupeten Luwu ...', 2205020025, 2025 <[https://repository.iainpalopo.ac.id/id/eprint/10468/%0Ahttps://repository.iainpalopo.ac.id/id/eprint/10468/1/TESIS MILDA SARI \(PASCASARJANA 22\).pdf](https://repository.iainpalopo.ac.id/id/eprint/10468/%0Ahttps://repository.iainpalopo.ac.id/id/eprint/10468/1/TESIS%20MILDA%20SARI%20(PASCASARJANA%2022).pdf)>.

⁹ Naufal Mantra, 'Developing Indonesian As a Foreign Language Learning Methods', *International Journal of Economics Finance & Management Science*, 07.11 (2022), 01–03 <<https://doi.org/10.55640/ijefms-9112>>.

learning approaches change along with changes in the global education paradigm. However, the implementation of appropriate learning methods that are relevant to students' needs remains a significant challenge for teachers and educational institutions.¹⁰

Understanding the role of learning methods in improving the quality of English language teaching is also important in the context of increasingly fierce global competition. Strong English language skills not only enable individuals to participate in the global economy, but also open doors to wider educational and career opportunities at the international level.¹¹ In an effort to improve the quality of education and prepare students to face global challenges, the Indonesian government introduced the Merdeka Curriculum. This curriculum offers a more holistic and competency-based approach to learning, which aims to develop students' life skills and creativity.¹² However, the implementation of Merdeka Curriculum in public and private schools faces various barriers, including teacher readiness, availability of resources, and a deep understanding of learning methods that were in line with the principles of the curriculum.¹³

The challenges in integrating effective English learning methods with the Merdeka Curriculum include various aspects, covering the selection of appropriate

¹⁰ Ira Darmawanti, 'Teaching Methods in Indonesian Curriculum. an Analysis Using Video Recordings of History Lessons', *Advances in Social Science, Education and Humanities Research*, 618.Ijcah (2021), 280–84 <<https://doi.org/10.2991/assehr.k.211223.049>>.

¹¹ I Nyoman Suparsa, Ida Bagus Nyoman Mantra, and Ida Ayu Made Sri Widiastuti, 'Developing Learning Methods of Indonesian as a Foreign Language', *International Journal of Social Sciences and Humanities*, 1.2 (2017), 51–57 <<https://doi.org/10.29332/ijssh.v1n2.41>>.

¹² Abdul Rahman and Laksmi Dewi, 'The Effectiveness of the Indonesian Education Curriculum in Enhancing Middle School Students ' Literacy and Numeracy Skills', 30.5 (2024), 11901–6 <<https://doi.org/10.53555/kuey.v30i5.5047>>.

¹³ Rahman and Dewi.

learning materials, the use of appropriate educational technology, the development of teacher skills, and evaluation and adjustment to student needs.¹⁴ An in-depth understanding of how these learning methods are implemented in public and private schools can provide valuable insights to overcome these challenges. Therefore, this research examines both public and private school contexts simultaneously, to gain a holistic understanding of the implementation of Merdeka Curriculum in English language teaching.¹⁵

In addition, the differences in characteristics and resources between public and private schools may also affect the way in which learning methods are implemented.¹⁶ Public schools, which cater to a wider student population and often face resource constraints, encounter different challenges in implementing Merdeka Curriculum compared to private schools that possess more flexibility in terms of curriculum and resources. Thus, it is becomes important to analyze and understand these differences in order to develop appropriate strategies to improving the effectiveness of English language teaching in both types of schools.

Education in Palopo City reflects the general picture in Indonesia, where there are two main types of schools : public schools and private schools. Public schools, such as SMP Negeri 3 Palopo and SMP Negeri 4 Palopo, are an integral part of the national education system and receive funding and support from the

¹⁴ Indah Lestari, 'The English Teacher's Perspective and Challenge on Implementing Merdeka Curriculum', *RETORIKA: Jurnal Ilmu Bahasa*, 9.3 (2023), 331–39.

¹⁵ Helmia Latifa, Koesoemo Ratih, and Maryadi Maryadi, 'Implementing the Merdeka Curriculum in English Language Teaching: A Study of Teacher Learning Steps', *VELES (Voices of English Language Education Society)*, 7.3 (2023), 640–51 <<https://doi.org/10.29408/veles.v7i3.24049>>.

¹⁶ Latifa, Ratih, and Maryadi.

government. They cater to student populations from various social and economic backgrounds and are often the first choice for families with financial limitations. On the other hand, private schools, such as SMPIT Insan Madani and SMPIT Ibnu Sina Palopo, are independently or privately funded. They often offer different educational programs and have more freedom in determining the curriculum and school fees.

In addition to the basic distinction between public and private schools, several key differences influence the learning environment and educational experiences in Palopo City. Public schools, such as SMP Negeri 3 and SMP Negeri 4 Palopo, generally follow strict government regulations in terms of management, curriculum, and staffing. They often have larger class sizes, limited resources, and standardized programs, which can restrict flexibility in teaching methods and curriculum adaptation. In contrast, private schools like SMPIT Insan Madani and SMPIT Ibnu Sina benefit from greater autonomy in management, including the freedom to recruit teachers, implement additional or specialized curricula, and design innovative learning programs. These schools usually offer smaller class sizes, modern facilities, and diverse extracurricular activities, enabling more personalized attention to each student and fostering the development of critical thinking and creativity.

Private school education in Palopo City is often considered an alternative for parents seeking a more focused or faith-based education. These private schools provide a more specialized curriculum and diverse extracurricular programs

designed to meet students' needs and interests.¹⁷ In addition, because they receive private funding, these schools possess more modern facilities and better resources, although the higher cost of education is often a limiting factor for some families. Nonetheless, the presence of private schools in Palopo City provides a variety of educational options for the community and contributes to the diversity of education in the city.

In the context of English language teaching in both public and private schools in Palopo city, the barriers are often similar. Limited resources, especially in terms of qualified teachers and adequate learning facilities, affected the effectiveness of English language teaching and learning.¹⁸ However, the approaches and strategies used in overcoming these barriers may differ between public and private schools, given the different characteristics and resources between them.¹⁹ Therefore, a deeper understanding of the educational context in these two types of schools is important in designing appropriate strategies to improve the quality of English language teaching in Palopo City.

The role of teachers in both public and private schools is central to the successful implementation of the Merdeka Curriculum. Teachers in public schools often face challenges related to large class sizes, limited teaching resources, and rigid administrative procedures, which can hinder the adoption of innovative

¹⁷ Anna Tarkhishvili, Levan Tarkhishvili, and Wadim Strielkowski, 'Factors Influencing the Choice of Private or Public Schools: Evidence from Georgia', *Frontiers in Education*, 7.December (2022), 1–18 <<https://doi.org/10.3389/educ.2022.910593>>.

¹⁸ Tarkhishvili, Tarkhishvili, and Strielkowski.

¹⁹ Mehdi Davari Torshizi and Marzieh Davari Torshizi, 'Learners' Perception of Differences between Language Learning in High School and Private Language Institute', *International Journal of Applied Linguistics and English Literature*, 5.1 (2016), 33–38 <<https://doi.org/10.7575/aiac.ijalel.v.5n.1p.33>>.

teaching methods. Conversely, teachers in private schools, while enjoying more flexibility, must meet higher expectations from parents and school management regarding student outcomes, creative lesson planning, and extracurricular involvement. Furthermore, parents' decisions regarding school selection are influenced by various factors. Many choose public schools for accessibility and cost-free education, while others prefer private schools due to better facilities, smaller class sizes, specialized programs, and the perceived prestige that may provide their children with future academic and social advantages.²⁰ Understanding these dynamics is crucial to analyzing how teaching methods are applied and how both teachers and students experience the Merdeka Curriculum in different school contexts.

In this context, an in-depth understanding of English learning methods in Merdeka Curriculum in public and private schools is important. This research aims to provide a comprehensive insight into English language teaching practices, barriers, and opportunities in implementing Merdeka Curriculum in English language teaching in Indonesia. Thus, it is hoped that the results of this research will expected to contribute significantly to efforts to improve the quality of English language education in Indonesia, as well as provide valuable guidance for educational practitioners, policy makers and researchers in this field. With a deeper understanding of English learning methods in the Merdeka Curriculum in public and private schools, it is hoped that this research make a positive contribution to

²⁰ Valeria Pandolfini, 'Public or Private Education? Parents' Choices between Actual and Potential Pluralism', *Italian Journal of Sociology of Education*, 5.2 (2013), 189.

efforts to improve the quality of English education in Indonesia. In addition, the findings of this research are also expected to provide valuable guidance for educational practitioners, policy makers, and researchers in this field to develop more effective methods in English Language Learning in the future.

B. Research Questions

1. What English teaching methods are used by teachers in private and public schools based on Merdeka Curriculum in Palopo City ?
2. What are the barriers that teachers face in implementing English learning methods in the context of the Merdeka Curriculum in private and public schools?
3. How do teachers' perception of the teaching methods they had implemented during the implementation of the Merdeka Curriculum?

C. Objective of the Research

1. To know English teaching methods are used by private and public schools in the context of the Merdeka Curriculum in Palopo City.
2. To Analyze the barriers that teachers face in implementing English learning methods based on the Merdeka Curriculum in private and public schools?
3. How do teachers' perception of the teaching methods they had implement during the implementation of the Merdeka Curriculum?

D. Significance of the Research

1. For teachers, this research provides deeper insights into how the Merdeka Curriculum is implemented in the context of English language learning, both in private and public schools.

2. This research increases students' awareness of the Merdeka Curriculum and its challenges/barriers in English language learning. Students understand how the flexibility of this curriculum affects their learning experience and how they can utilize it to improve their English language skills.
3. This research serves as a basis for further, more in-depth research on the implementation of the Merdeka Curriculum in the context of English language education. Other researchers could extend or deepen the analysis conducted in this research to answer more specific research questions or investigate other aspects of English language learning in Indonesia.

E. Research Scope

This research focuses on private and public junior high schools in Palopo City. In this context, researcher selects two Islamic-based private schools and two public schools. This research is limited to analyzing English teaching methods used by teachers at the junior high school level in Palopo City, in the context of the implementation of the Merdeka Curriculum. This study did not discuss in detail the curriculum structure, learning outcomes, or comparisons between curricula but focuses on teachers' teaching practices.

BAB II

LITERATURE RIVEIW

A. Previous Studies

In this research, the researcher discovered the following literature that was relevant to this research.

1. The study by Nur Afifah (2023) examined teachers' strategies in implementing the Merdeka Curriculum in Arabic language learning for seventh-grade students at SMP Unismuh Makassar using a qualitative approach with data collected through observations, interviews, and documentation. The findings showed that teachers' strategies included: 1) preparing lesson plans or teaching modules; 2) conducting learning by establishing classroom agreements, employing mufradat, kalam, and qir'ah learning strategies, and performing end-of-lesson reflections; and 3) conducting assessments. Supporting factors included workshops on the Merdeka Curriculum, effective school management, and adequate digital and internet facilities, while inhibiting factors came from teachers (time management, limited literacy and references) and students (low learning interest and difficulty memorizing mufradat). The impact of these strategies resulted in a pleasant learning environment and effective learning outcomes. This study is relevant to the present research as it emphasizes teacher strategies, supporting and inhibiting factors, and the

effectiveness of implementation in applying the Merdeka Curriculum at the secondary level.²¹

2. The study by Ujang Cepi Barlian, Anisa Sriwandita Yuni, Ria Restu Ramadhanty, and Yeni Suhaeni (2023) aimed to examine the implementation of differentiated instruction in the Merdeka Curriculum for English subjects at junior high schools. This research employed a qualitative descriptive method, focusing on teachers' practices that consider students' readiness levels, interests, and learning styles. The findings indicated that differentiated instruction had been implemented effectively, taking into account four main components: content, process, product, and learning environment. However, some challenges were identified, including teachers' limited skills and inadequate school facilities. As solutions, the study recommended teacher competency development through technical guidance, socialization, and training, as well as efforts to improve school infrastructure. This study is relevant to the present research as it emphasizes the importance of student-centered learning and the role of teachers as key drivers in implementing the Merdeka Curriculum in regular classrooms.²²
3. The study by Ulfa Yuliasari and Fera Dwidarti (2024) aimed to evaluate and analyze the implementation of English language teaching methods at SDN Mondokan, Tuban, focusing on the learning models used, the effectiveness of

²¹ Nur Afifah, 'Strategi Guru Dalam Menerapkan Kurikulum Merdeka Pada Pembelajaran Bahasa Arab Siswa Kelas Vii Smp Unismuh Makassar', *Skrpsi Pendidikan Bahasa Arab Fakultas Agama Islam*, 183.2 (2023), 153–64.

²² Ujang Cepi Barlian and others, 'Implementasi Pembelajaran Berdiferensiasi Dalam Kurikulum Merdeka Pada Mata Pelajaran Bahasa Inggris', *ARMADA: Jurnal Penelitian Multidisiplin*, 1.8 (2023), 815–22 <<https://doi.org/10.55681/armada.v1i8.742>>.

teaching methods, and the challenges faced by teachers and students during the learning process. This research employed a qualitative descriptive design with participants consisting of 55 fifth-grade students, the English teacher, and the school principal. Data were collected through direct interviews, classroom observations, and documentation. The findings indicated successful implementation of English language teaching at the elementary level, with the teaching methods and learning media effectively enhancing students' understanding. This study is relevant to the present research as it highlights the importance of teacher roles and instructional media in ensuring effective learning, which aligns with the principles of implementing the Merdeka Curriculum in primary and secondary schools.²³

4. The study by Lin Baharuddin (2024) aimed to evaluate the effectiveness of the Project-Based Learning (PjBL) method in enhancing English language learning at MAN 1 Ternate. This research employed a qualitative descriptive design with an instrumental case study approach, where tenth-grade students were divided into an experimental group using PjBL and a control group using conventional teaching methods. Data were collected through participatory observations, in-depth interviews, and document analysis. The findings revealed significant improvements in grammar mastery, speaking, listening, reading, and writing skills among students in the PjBL group, as well as higher motivation and active engagement in projects relevant to the local context.

²³ Ulfa Yuliasari and Fera Dwidarti, 'Implementasi Metode Pembelajaran Bahasa Inggris Di Sdn Mondokan Tuban: Suatu Analisis Efektivitas Dan Tantangan', *JEMARI: Jurnal Edukasi Madrasah Ibtidaiyah*, 6.2 (2024), 65–71.

These results indicate that PjBL is an effective approach for improving the quality of English language learning, strengthening the connection between theory and practice, and developing essential 21st-century skills. This study is relevant to the present research as it highlights the importance of innovative and contextualized teaching methods in implementing the Merdeka Curriculum.²⁴

5. The study by Elisa Rosa, Rangga Destian, Andy Agustian, and Wahyudin (2024) examined innovations in learning models and strategies in the implementation of the Merdeka Curriculum through a systematic literature review. The study highlighted several commonly used models and strategies, including blended learning, flipped classroom, project-based learning, personalized learning, and gamification. The findings indicated that these innovations can enhance student engagement, critical thinking skills, and preparedness for 21st-century challenges. However, the study also identified key challenges, such as the need for continuous support for teachers, adequate access to technology, and curriculum adjustments to ensure effective implementation of innovations. This study is relevant to the present research as it emphasizes the importance of teacher support, curriculum adaptation, and innovative strategies in optimizing the implementation of the Merdeka Curriculum in schools.²⁵

²⁴ Lin Baharuddin, M A N Ternate, and Maluku Utara, 'Implementasi Metode Pembelajaran Berbasis Proyek Dalam Pembelajaran Bahasa Inggris Di MAN 1 Ternate', 10.1 (2024), 37–48.

²⁵ Elisa Rosa and others, 'Inovasi Model Dan Strategi Pembelajaran Dalam Implementasi Kurikulum Merdeka', *Journal of Education Research*, 5.3 (2024), 2608–17 <<https://doi.org/10.37985/jer.v5i3.1153>>.

6. The study by Hanifah Maulidia, Nada Gustiani, and Gusmaneli (2024) examined the implementation of the Merdeka Curriculum in schools through a comparative study between public and private schools. The study highlighted how the curriculum provides schools with autonomy to design learning programs tailored to students' needs, emphasizing student-centered learning, individual potential development, and life skills. The findings indicated that, although the implementation of the Merdeka Curriculum faced challenges such as large class sizes, limited resources, and teachers' difficulties in adapting to new methods, some schools successfully applied it effectively. Private schools, with greater flexibility, had opportunities to design innovative learning programs, although they still faced similar challenges. The study also emphasized the importance of parent and community support in ensuring the success of curriculum implementation. This research is relevant to the present study as it highlights contextual and institutional factors that influence the effectiveness of the Merdeka Curriculum across different school types.²⁶
7. The study by Nurhayati, Khairunnisa, Suryani Tarigan, and Mariani Lubis (2025) aimed to evaluate the implementation of the Merdeka Curriculum at the senior high school (SMA) level, focusing on the development of students' critical thinking, creativity, and problem-solving skills. This research employed a literature review method by analyzing documents and reports related to curriculum implementation. The findings indicated that the Merdeka

²⁶ Hanifah Maulidia, Nada Gustiani, and Gusmaneli, 'Penerapan Kurikulum Merdeka Di Sekolah: Studi Perbandingan Antara Sekolah Negeri Dan Swasta', *Journal Educational Research and Development* | E-ISSN: 3063-9158, 1.2 (2024), 136–41 <<https://doi.org/10.62379/jerd.v1i2.78>>.

Curriculum provides greater autonomy for teachers and students, enabling a more flexible and student-centered learning approach. Strategies used include project-based learning, problem-based learning, and blended learning. However, several challenges were identified, such as teachers' readiness to adapt to new methods and limitations in technological infrastructure in some areas, including insufficient teacher training and gaps in access to technology. This study is relevant to the present research as it emphasizes the importance of innovative teaching strategies and teacher support to optimize the implementation of the Merdeka Curriculum at the secondary level, making learning more relevant and meaningful for students.²⁷

8. The study by Muhammad Fajri Islami, Nasir, Rasid, Nurzaima, and Mujiati (2024) examined the quality of education in public and private schools, focusing on various aspects of learning, including approaches, resources, and methodologies employed. This research used a qualitative approach, with data collected through interviews with vice principals and principals from selected public and private schools. The findings revealed significant differences in curricula, teaching methods, assessment practices, and teacher quality between the two types of schools. Public schools tended to emphasize student interactivity with a student-centered approach, while private schools were characterized by the use of modern technology and resources in learning. Despite these differences, both types of schools shared a commitment to

²⁷ Mariani Lubis Nurhayati, Khairunnisa, Suryani Tarigan, 'Implementasi Dan Tantangan Kurikulum Merdeka Di SMA: Strategi Pengajaran Berpusat Pada Siswa Untuk Pembelajaran Yang Lebih Fleksibel Dan Kreatif Nurhayati, Khairunnisa, Suryani Tarigan, Mariani Lubis', *Jurnal Pendidikan*, 13.01 (2025), 69–79.

improving teaching quality through continuous teacher training and professional development. This study is relevant to the present research as it highlights the crucial role of teachers and quality management in creating an effective and relevant learning environment, which has important implications for the implementation of the Merdeka Curriculum across different school types.²⁸

9. The study by Elsa Ketrine Putri (2024) examined the implementation of the Merdeka Belajar Curriculum in social studies at SMP Negeri 1 Batanghari using a descriptive qualitative method with data collected through interviews, observations, and documentation. The findings showed that implementation followed planning, execution, and evaluation stages, including specifying Learning Outcomes (CP), Learning Objectives (TP), Learning Objective Flow (ATP), teaching modules, differentiated instruction, and diagnostic, formative, and summative assessments. Success was indicated by the continuous improvement of learning quality. This study is relevant as it highlights the importance of planning, execution, evaluation, and differentiation in implementing the Merdeka Curriculum at the secondary level.²⁹
10. The study by Dinda Azhari Br Surbakti (2024) examined the implementation of student-centered learning methods within the Merdeka Belajar Curriculum in the subject of Islamic Religious Education (PAI) for seventh-grade students

²⁸ M. F Islami and others, 'Perbandingan Kualitas Pendidikan Antara Sekolah Negeri Dan Sekolah Swasta: Eksplorasi Pada Aspek Pembelajaran', *Jurnal Manajemen Pendidikan*, 11.2 (2024), 183–96.

²⁹ Elsa Ketrine Putri, 'Impelementasi Kurikulum Merdeka Belajar Dalam Pembelajaran IPS Di SMP Negeri 1 Batanghari', 2024.

at SMP IT Nurul Islah Banda Aceh, using a descriptive qualitative approach. Data were collected through observations, interviews with the curriculum coordinator, PAI teacher, and students, as well as documentation of teaching modules. The findings indicated that the methods employed included lectures, group discussions, Q&A sessions, and problem-based learning. Key challenges included low student interest, diverse student backgrounds, and limited facilities, which were addressed through teacher collaboration, adjustment of teaching methods, use of alternative learning materials, and creation of teaching aids. The study concluded that, despite these challenges, the implementation of teaching methods aligned with the Merdeka Belajar Curriculum and included effective adaptations to enhance the learning process.³⁰

Based on the previous studies above, most research has focused on the challenges, strategies, and efforts to overcome obstacles in implementing the Merdeka Curriculum across various educational levels, including universities, senior high schools, elementary schools, and, to a lesser extent, junior high schools. Some studies emphasized the importance of teacher strategies, teaching methods, lesson planning, differentiation, and the use of instructional media, while others highlighted supporting and inhibiting factors, such as teacher training, resources, access to technology, teacher psychological readiness, and student learning motivation. However, most studies are general in nature and rarely specifically

³⁰ Dinda Azhari Br Surbakti, 'Implementasi Metode Pembelajaran Dalam Kurikulum Merdeka Belajar Pada Mata Pelajaran Pendidikan Agama Islam Kelas Vii Di Smp It Nurul Islah Banda Aceh', *Skripsi Fakultas Tarbiyah Dan Keguruan*, February, 2024, 4–6.

examine the implementation of English language teaching methods in junior high schools, both public and private, or how these challenges manifest in the stages of lesson planning, implementation, and evaluation.

To fill this research gap, this study aims to explore the implementation of English teaching methods based on the Merdeka Curriculum in four junior high schools in Palopo City (two public and two private schools), identify the challenges faced by teachers, and analyze teachers' perceptions of the method implementation. The study uses observation, questionnaires, and interviews as instruments, focusing on teaching activities that include lesson planning, implementation, and evaluation. The findings are expected to provide in-depth insights into the practical implementation of Merdeka Curriculum-based teaching methods in junior high schools and offer practical recommendations for enhancing the effectiveness of English language teaching at the secondary level.

B. Some Pertinent Ideas

1. English Language Teaching in Indonesia

English language teaching (ELT) in Indonesia holds a strategic role as one of the key instruments to enhance the nation's competitiveness in the era of globalization. As an international language widely used in various domains ranging from education, commerce, technology, to diplomacy English proficiency has become one of the essential 21st-century skills. In Indonesia, ELT has drawn considerable attention from the government, educators, and the wider community,

as mastery of English not only affects academic achievement but also opens opportunities for careers and participation on the global stage.³¹

To understand how English language teaching has evolved in Indonesia, it is important to review its historical development, the national policies governing it, the paradigm shift in teaching approaches, and the operational definition applied in this study.

a. A Brief History and Development of ELT in Indonesia

English language teaching in Indonesia began during the Dutch colonial period, although it was limited in scope and taught only in selected schools for administrative purposes and international communication. After the country's independence, the Indonesian government integrated English into the secondary school curriculum as the primary foreign language. In its early stages, teaching was heavily focused on grammar and translation (grammar-translation method), which was consistent with the common approach in many non-native English-speaking countries at the time.

In the 1980s–1990s, English teaching in Indonesia began shifting toward an emphasis on reading comprehension, primarily in response to academic needs. A more significant change occurred in the early 2000s with the wider adoption of the Communicative Language Teaching (CLT) approach, driven by globalization and the increasing demand for graduates with adequate communication skills. To this

³¹ Juliastuti, Magfirah Thayyib, and Haerazi Haerazi, 'Intercultural Communicative Competence Model Using English Literature: A Case Study at Some Islamic Universities in Indonesia', *Register Journal*, 16.1 (2023), 112–38 <<https://doi.org/10.18326/register.v16i1.112-138>>.

day, ELT in Indonesia continues to be influenced by pedagogical innovations, technological advancements, and national curriculum reforms, including the recent implementation of the Merdeka Curriculum.³²

b. National Policies on English Language Teaching

The Government of Indonesia, through the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), regulates English teaching through its integration in the national curriculum. In the 2013 Curriculum (K13), English was designated as a compulsory subject at the junior and senior high school levels, focusing on the development of four interrelated language skills—listening, speaking, reading, and writing. The recommended approach under K13 was text-based and competency-based teaching, supported by authentic assessment to evaluate students' skills holistically.

The Merdeka Curriculum, introduced in 2022, brought significant changes. Teachers were granted the flexibility to organize materials, methods, and teaching media according to student characteristics and school contexts.³³ English teaching was directed toward developing the “4Cs” of 21st-century skills: critical thinking, creativity, collaboration, and communication, through active learning models such as Project-Based Learning (PjBL) and Inquiry-Based Learning (IBL). Additionally,

³² K R Larson, 'Critical Pedagogy (Ies) for ELT in Indonesia.', *TEFLIN Journal*, 25.1 (2014), 122–38.

³³ Umi Nurkhomsah, Tono Suwartono, and Umi Kulsum, 'Policy, Planning, and Practice: A Look at English Language Teaching in Indonesia', *Panacea Journal of Linguistics & Literature (PJLL)*, 3.1 (2024), 306–20 <<https://journals.airsd.org/index.php/pjll>>.

the integration of digital technology has been emphasized, both as a resource for learning materials and as an interactive teaching medium.³⁴

c. Shift from Teacher-Centered to Student-Centered Learning

One of the most significant changes in ELT in Indonesia is the shift from teacher-centered learning to student-centered learning. In the past, teachers held full control over the learning process, delivering content in a one-way manner, with students acting as passive recipients. This approach often relied on rote memorization of vocabulary and sentence structures, without fostering students' communicative competence.

Along with the development of constructivist learning theories and communicative approaches, student-centered learning models began to be implemented. In this paradigm, students are actively engaged in the learning process through discussions, group work, simulations, and collaborative projects. Teachers serve as facilitators, guiding students to construct their own knowledge and skills. This shift aligns with the goals of the Merdeka Curriculum, which promotes differentiated learning according to the needs and potential of each student.³⁵

³⁴ Rustan Santaria, Rusdiana Junaid, and Abd Rahim Ruspa, 'Promoting Students Interest in Learning through Cooperative Learning Tudassipulung Technique', *Prosiding International Conference On Natural And Social Sciences-ICONS*, 2019, 1–6.

³⁵ Trio Erawati Siregar and others, 'Implementation of Vygotsky's Constructivism Learning Theory through Project-Based Learning (PjBL) in Elementary Science Education', *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*, 18.4 (2024), 2586 <<https://doi.org/10.35931/aq.v18i4.3620>>.

d. Operational Definition of English Language Teaching in This Study

In the context of this research, English Language Teaching (ELT) is defined as a systematic process encompassing the planning, implementation, and evaluation of English instruction at the junior high school level, aimed at developing the four core language skills: listening, speaking, reading, and writing. This definition refers to Richards & Rodgers (2001), who conceptualize language teaching as a combination of:

- 1) Approach, the theoretical principles concerning the nature of language and language learning.
- 2) Design, the planning of instruction, including objectives, syllabus, materials, and the roles of teachers and learners.
- 3) Procedure, the techniques and classroom activities used in lesson delivery.

This operational definition is also consistent with national education policies, particularly the principles of the Merdeka Curriculum, which emphasize active learning, differentiated instruction, and the integration of technology to support the teaching and learning process.³⁶

Overall, ELT in Indonesia has evolved from rigid, teacher-centered instruction to more flexible, contextualized, and student-centered approaches. This shift reflects the country's adaptation to global demands, technological advancements, and progressive national education policies. Understanding the historical, policy, and pedagogical dynamics of ELT in Indonesia provides a crucial

³⁶ Jack C. and Theodore S. Rogers Richards, 'Approaches and Methods in Language Teaching: A Description and Analysis .', *Cambridge: Cambridge University Press, 1986*, 44.3 (1988), 551–551 <<https://doi.org/10.3138/cmlr.44.3.551>>.

foundation for analyzing the implementation of English teaching methods based on the Merdeka Curriculum in junior high schools, as investigated in this research.

2. The Merdeka Curriculum

a. Background of the Merdeka Curriculum

The Merdeka Curriculum, officially launched nationwide in 2022 by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), is part of Indonesia's ongoing educational transformation designed to address both internal and external challenges in the education sector.

Internally, Indonesia has faced persistent issues such as low literacy and numeracy achievement, as reflected in national assessments and international surveys like the Programme for International Student Assessment (PISA). These findings reveal that many students have yet to acquire the higher-order thinking skills (HOTS) necessary for real-life problem-solving. The COVID-19 pandemic further exacerbated the situation by causing significant learning loss, especially among students from disadvantaged socio-economic backgrounds.

Externally, rapid global changes driven by digital technology, the Fourth Industrial Revolution, and the complexity of 21st-century challenges demand that the education system produce graduates who can adapt, think critically, innovate creatively, collaborate effectively, and communicate proficiently skills often summarized as the 4Cs: Critical thinking, Creativity, Collaboration, and Communication.

The Merdeka Curriculum did not emerge abruptly but rather evolved from Indonesia's long history of curriculum reform. Since independence, the national

education system has undergone multiple phases, including the 1968, 1975, 1984, and 1994 curricula; the Competency-Based Curriculum (KBK) in 2004 emphasizing learning outcomes; the School-Based Curriculum (KTSP) in 2006 granting schools more autonomy in syllabus development; and the 2013 Curriculum (K13) emphasizing text-based learning and authentic assessment. However, K13 was often criticized for its dense content and limited teacher flexibility. The Merdeka Curriculum addresses these issues by promoting greater flexibility, differentiation, and relevance in teaching and learning.³⁷

b. Principles and Main Objectives

The Merdeka Curriculum is built on the principle that each student is a unique individual with distinct potentials, interests, and learning styles. Therefore, it aims to provide space for teachers and schools to tailor instruction according to student characteristics. Its main principles and objectives include:

- 1) **Student-Centered Learning** : The learning process shifts from the teacher as the sole source of knowledge to students as active participants. In English language teaching, this is reflected in approaches such as Communicative Language Teaching (CLT), which encourages authentic interaction and the practical use of language in real-life contexts.
- 2) **Differentiated Instruction** : Teachers adapt content, processes, and assessment methods to match students' readiness levels, interests, and learning profiles. For example, in an English class, students may be grouped according to their proficiency levels, with tailored tasks for each group.

³⁷ Sari.

- 3) Project-Based and Inquiry-Based Learning : Students engage in collaborative projects and inquiry tasks to develop critical thinking, creativity, and teamwork skills. For instance, students might produce an environmental awareness video in English as a culminating project.
- 4) Character Education through the Pancasila Student Profile : Values such as collaboration, integrity, and curiosity are developed alongside academic competencies. In English classes, teachers may integrate cultural tolerance or teamwork themes into lessons.
- 5) Integration of Digital Technology : Teachers are encouraged to utilize Learning Management Systems (LMS), interactive learning applications, and online resources to enrich the learning experience. This also opens opportunities for blended learning and more effective distance learning.³⁸

c. Key Differences from the 2013 Curriculum (K13)

The differences between the Merdeka Curriculum and K13 can be seen as part of the continuous refinement process that began with earlier reforms such as the KBK and KTSP.

- 1) Flexibility in Planning and Content : While KTSP allowed schools to develop their own syllabi, K13 reintroduced a more rigid structure. The Merdeka Curriculum restores and expands this flexibility, enabling teachers to either adopt government-provided teaching modules or develop their own according to local context.

³⁸ Muhamad Damiati, Nurasikin Junaedi, and Masduki Asbary, 'Prinsip Pembelajaran Dalam Kurikulum Merdeka', *Journal of Information Systems and Management (JISMA)*, 3.2 (2024), 11–16.

- 2) Phase-Based Learning Outcomes (Capaian Pembelajaran/CP) : K13 prescribed Core Competencies (KI) and Basic Competencies (KD) for each grade level. In contrast, the Merdeka Curriculum organizes CP by learning phases (e.g., Phase D for Grades VII–IX), allowing teachers to pace lessons more freely.
- 3) Reduced Content Load : K13 has been criticized for being overloaded with content, leaving insufficient time for in-depth understanding. The Merdeka Curriculum focuses on essential competencies, giving students more opportunities for deep learning and higher-order thinking.
- 4) Freedom in Methods and Assessment : Teachers have full autonomy to choose appropriate teaching methods (e.g., CLT, Cooperative Learning, PjBL, IBL) and assessment strategies (formative, summative, or authentic), combining approaches to suit classroom needs.

These differences indicate that the Merdeka Curriculum is not merely a replacement for K13 but a deliberate refinement informed by past practices to create a more adaptive, contextual, and student-oriented education system.³⁹

d. Operational Definition of the Merdeka Curriculum in This Research

In this research, the Merdeka Curriculum is defined as the national framework that grants teachers the freedom and flexibility to design and implement English language teaching, select suitable teaching methods, and utilize relevant learning materials adapted to local contexts. Within the scope of this research, the

³⁹ Sari.

Merdeka Curriculum is considered as a policy framework that influences three main areas of investigation:

- 1) The selection and implementation of English language teaching methods.
- 2) The barriers faced by teachers in conducting English lessons.
- 3) Teachers' perceptions of the methods they have applied in the context of the Merdeka Curriculum.

3. English Language Teaching Methods

a. General Definition of Teaching Methods

According to Richards & Rodgers (2001), a language teaching method is the practical application of an *approach* into a *design* and *procedure* that is consistently implemented in language learning. In other words, a method serves as a “bridge” connecting language learning theory with classroom practice, allowing learning to take place effectively and systematically.

- 1) Approach is a theoretical framework that explains the nature of language and how it is learned. It determines the underlying assumptions about learning goals, teacher-student interaction, and strategies considered effective in helping students acquire language. For example, a communicative approach emphasizes the functional use of language in real-life contexts, while the grammar-translation approach focuses on understanding the structural aspects of language.
- 2) Design is the planning of instruction, including learning objectives, syllabus, materials, roles of teachers and students, and assessment techniques. The design translates abstract theory into a practical plan that can be implemented

in the classroom. For instance, from a communicative approach, a teacher may design role-plays or group discussions to enable students to use language in real-life situations.

- 3) Procedure refers to the technical steps or activities carried out in the classroom to implement the design. Procedures include activities such as presentations, drills, demonstrations, discussions, and the use of teaching media. Procedures are more specific and flexible, as they can be adapted to the characteristics of students, classroom context, and available resources.

Thus, a teaching method is not merely a teaching technique but a system that integrates theory (*approach*), planning (*design*), and practice (*procedure*). A well-understood method allows teachers to adapt instruction to students' needs, maximize language interaction, and achieve learning objectives effectively. Furthermore, a deep understanding of methods helps teachers select strategies appropriate to the classroom context, students' learning styles, and curriculum goals, making language learning more meaningful, engaging, and outcome-oriented.⁴⁰

b. Types of Teaching Methods

In English language teaching practice, there are various methods developed and used by teachers in line with developments in linguistic theory, educational psychology, and curriculum requirements. Each method has a different philosophical basis (approach), learning design, and implementation procedure, as

⁴⁰ Richards.

emphasized by Richards & Rodgers (2001).⁴¹ With changes in the curriculum in Indonesia, including the implementation of the Merdeka Curriculum, teachers are no longer confined to a single method but often combine several methods to make learning more effective, contextual, and aligned with students' characteristics. Therefore, understanding various English language teaching methods is crucial as a foundation for analyzing how teachers apply them in the classroom.

1) Grammar Translation Method (GTM)

The Grammar Translation Method is one of the oldest and most traditional approaches in English language teaching. It views language learning primarily as the mastery of grammar rules and vocabulary, often through the translation of texts. This method places a strong emphasis on reading and writing rather than listening and speaking, which makes it suitable for academic contexts where understanding texts is more important than communication. In its design, students are expected to memorize grammar rules and apply them in written exercises, while teachers typically provide explanations of grammatical structures.

In classroom practice, GTM involves activities such as translating sentences from the target language into the native language, memorizing vocabulary lists, and analyzing literary texts. Teachers dominate the class by explaining and correcting, while students work individually on grammar drills. As such, GTM is largely teacher-centered, focusing on accuracy and structure rather than fluency or communicative competence.

⁴¹ Richards.

2) Audio-Lingual Method (ALM)

The Audio-Lingual Method emerged in the mid-20th century under the influence of behaviorist psychology. It views language learning as a process of habit formation, where repeated drills and structured practice help students internalize correct patterns. The approach emphasizes listening and speaking over reading and writing, aiming to build automaticity through repetition. In its design, dialogues serve as the foundation for introducing vocabulary and grammar in context.

In practice, ALM classes typically involve pattern drills, substitution exercises, and choral repetition of dialogues. Students repeat and imitate language models provided by the teacher until they achieve accuracy. This method is primarily teacher-centered, as teachers control the input and monitor repetition. While it builds structural accuracy, it often limits creativity and spontaneous communication.

3) Direct Method

The Direct Method developed as a reaction to grammar-based approaches, emphasizing natural language acquisition. It assumes that language is best learned directly through exposure and use, without translation into the mother tongue. Teachers and students are encouraged to communicate solely in the target language, using everyday vocabulary and expressions. The design prioritizes listening and speaking skills, while grammar is taught inductively rather than explicitly.

In classroom procedures, teachers rely on questioning, visual aids, and demonstrations to convey meaning. Students engage in dialogues, role plays, and pronunciation practice, often repeating and responding directly in English. The

method is generally student-centered, as it emphasizes active participation and immersion, though teachers still guide the flow of communication.

4) Silent Way

The Silent Way was introduced by Caleb Gattegno and is based on the principle that students should discover language independently. The approach highlights learner autonomy and problem-solving in the process of language acquisition. Teachers speak as little as possible, instead relying on visual aids such as colored rods and charts to stimulate learning. The design encourages students to build their own hypotheses about language rules through exploration.

In classroom practice, students are encouraged to experiment with language, correct themselves, and learn from peers. The teacher's role is minimal, acting as a silent facilitator who provides prompts rather than direct explanations. This method is highly student-centered, promoting independence and self-discovery in learning, though it may be challenging for learners who prefer more structured guidance.

5) Lecture Method

The Lecture Method, often referred to as the "chalk and talk" approach, is one of the most commonly used strategies in traditional classrooms. It assumes that knowledge is best transmitted directly from teacher to students through explanation and verbal delivery. In its design, lessons are structured around teacher explanations of grammar, vocabulary, or concepts, often supported by examples written on the board.

In practice, students primarily listen, take notes, and occasionally ask questions, while the teacher dominates the flow of learning. Although it allows

efficient delivery of content to a large group, it is highly teacher-centered and provides limited opportunities for students to actively practice English. As a result, while it ensures clarity of information, it may not sufficiently develop communicative competence.

6) Total Physical Response (TPR)

Total Physical Response, developed by James Asher, is based on the idea that language learning is enhanced when it is connected to physical movement. The approach draws from the natural way children acquire their first language, where understanding precedes speaking. The design emphasizes listening comprehension through commands and physical responses before requiring verbal output.

In classroom practice, teachers give instructions such as "stand up" or "open your book," and students respond by performing the action. Games and role plays incorporating movement are also common. This method is highly student-centered, as students are actively involved in learning through action, and it reduces anxiety for beginners by allowing comprehension before production.

7) Communicative Language Teaching (CLT)

Communicative Language Teaching emphasizes the functional and communicative aspects of language rather than mere structural accuracy. It assumes that the main goal of language learning is communicative competence, which includes fluency, sociolinguistic appropriateness, and strategic skills. In its design, lessons focus on real-life tasks and authentic materials, while teachers serve as facilitators of interaction.

In practice, CLT involves activities such as role plays, group discussions, problem-solving tasks, and information gap exercises. Students are encouraged to negotiate meaning, use language creatively, and interact with peers. This method is primarily student-centered, promoting active engagement and collaboration, though teachers provide necessary scaffolding to guide communication.

8) Task-Based Language Teaching (TBLT)

Task-Based Language Teaching extends the principles of CLT by structuring lessons around meaningful tasks. It assumes that language is best acquired through purposeful use in authentic contexts. The design prioritizes task completion rather than direct teaching of grammar, with the belief that language structures emerge naturally through communication.

In classroom practice, tasks may include planning a trip, conducting a survey, or preparing a presentation. Lessons typically follow three stages: pre-task, task performance, and post-task reflection. TBLT is predominantly student-centered, as learners engage in real-life problem-solving and collaboration, while the teacher supports and monitors the process.

9) Project-Based Learning (PjBL)

Project-Based Learning integrates language acquisition with the creation of tangible outcomes. It views language as a tool for inquiry, collaboration, and production of meaningful work. The design emphasizes interdisciplinary learning, as projects often require research, critical thinking, and the integration of multiple skills.

In practice, students may work in groups to create posters, reports, or multimedia presentations on real-world topics. The process involves planning, data collection, drafting, revising, and presenting. PjBL is highly student-centered, encouraging autonomy, teamwork, and authentic communication, while the teacher plays a guiding and supervisory role.⁴²

10) Inquiry-Based Learning (IBL)

Inquiry-Based Learning encourages students to learn through asking questions, investigating, and drawing conclusions. It is grounded in constructivist theory, emphasizing curiosity and exploration. The design highlights critical thinking, problem-solving, and the development of research skills alongside language learning.

In classroom practice, students generate questions, collect data from various sources, analyze information, and present findings. Teachers act as facilitators by guiding inquiry and encouraging reflection. IBL is largely student-centered, fostering independence and deeper engagement, though it requires well-structured guidance to ensure learners stay focused.

11) Cooperative Learning

Cooperative Learning is based on the principle that students learn best when working together toward common goals. It emphasizes positive interdependence, individual accountability, and group interaction. The design organizes the class into small groups, each with defined roles, to complete a shared task.⁴³

⁴² Richards.

⁴³ Sahraini and St Hartina, 'Developing English Material for Early Childhood Education Students at the Faculty of Education and Teacher Training in Islamic Higher Education, Indonesia', *Asian EFL Journal*, 27.41 (2020), 309–20.

In practice, techniques such as Jigsaw, Think-Pair-Share, and Two Stay Two Stray are commonly used. Students actively contribute to the learning process while supporting one another. Cooperative learning is strongly student-centered, as it relies on collaboration and peer interaction, though teachers facilitate and monitor group dynamics.

12) Problem-Based Learning (PBL)

Problem-Based Learning integrates language acquisition with problem-solving in real-life contexts. It assumes that learning occurs most effectively when students engage in solving authentic issues. The design emphasizes critical thinking, teamwork, and communication skills, aligning well with 21st-century learning goals.

In practice, students are presented with a problem scenario, discuss potential solutions, research necessary information, and present their findings. Teachers provide guidance but refrain from giving direct answers. PBL is highly student-centered, as it empowers learners to take ownership of their learning while using language as a tool for inquiry and expression.

13) Demonstration Method

The Demonstration Method focuses on learning through modeling and showing processes explicitly. It assumes that students learn effectively by observing a clear example before practicing themselves. The design integrates visual, auditory, and kinesthetic modes of learning, making abstract concepts more concrete.

In practice, teachers may demonstrate dialogues, role plays, or practical tasks, while students observe and later replicate them. Sometimes students also perform demonstrations for peers. While demonstrations begin with a teacher-centered approach, they transition into a more student-centered practice when learners actively participate and apply what they observe.

14) Content-Based Instruction (CBI)

Content-Based Instruction integrates language learning with subject matter instruction. It assumes that language is best acquired when used as a medium for learning meaningful content, such as science, history, or culture. The design aligns language objectives with subject-specific goals, promoting both linguistic and academic development.

In classroom practice, students may read articles, conduct research, or create projects related to specific disciplines, using English as the medium of communication. CBI is generally student-centered, as learners use the target language in authentic academic contexts, though teachers play a crucial role in scaffolding comprehension.

15) Genre-Based Approach (GBA)

The Genre-Based Approach focuses on teaching language through different text types, such as narrative, descriptive, expository, and argumentative genres. It assumes that understanding the structure and purpose of texts helps learners become more effective readers and writers. The design emphasizes explicit instruction in text organization, grammar, and vocabulary within meaningful contexts.

In practice, students analyze model texts, identify features, and then produce their own texts following the genre conventions. Teachers guide learners through stages such as modeling, joint construction, and independent construction of texts. GBA is a teacher-assisted but student-centered method, as it combines explicit instruction with independent practice, fostering both accuracy and creativity.⁴⁴

Among the various English teaching methods described earlier, not all are fully aligned with the principles of the Merdeka Curriculum. Some traditional methods, such as the Grammar Translation Method (GTM) or Lecture Method, tend to be too teacher-centered, thereby failing to support student independence, collaboration, and exploration. On the other hand, more modern and innovative methods align with the spirit of the Merdeka Curriculum because they provide space for students to be more active, independent, collaborative, and develop creativity and 21st-century skills.

The principles of the Merdeka Curriculum, which emphasize differentiated learning, project-based learning, and student-centered learning, are clearly evident in the application of the following methods. These methods not only emphasize language proficiency but also cultivate attitudes, values, and competencies that support the Pancasila Student Profile. The following are some methods considered consistent with the principles of the Merdeka Curriculum.

1) Communicative Language Teaching (CLT)

Encourages real communication, interaction, and the use of language in authentic contexts.

⁴⁴ Richards.

2) Task-Based Language Teaching (TBLT)

Based on meaningful and real-life tasks, aligned with the principle of learning through direct experience.

3) Project-Based Learning (PjBL)

In line with the project-based learning emphasis in the Merdeka Curriculum, integrating collaboration, creativity, and the production of tangible outcomes.

4) Inquiry-Based Learning (IBL)

Teaches students to think critically through questioning, exploration, and discovery, consistent with the exploratory learning emphasized in Merdeka Belajar.

5) Cooperative Learning

Promotes collaboration, teamwork, and social responsibility, reflecting the value of gotong royong within the Profile of Pancasila Students.

6) Problem-Based Learning (PBL)

Connects language learning with solving real-life problems, fostering critical and solution-oriented thinking skills.

7) Total Physical Response (TPR)

Particularly suitable for beginner learners, as it involves physical activity that makes students active, engaged, and learn in an enjoyable way.

8) Content-Based Instruction (CBI)

Integrates language with other subject areas, aligning with the interdisciplinary and contextual learning principles of the Merdeka Curriculum.

Thus, it can be understood that not all English teaching methods are fully compatible with the principles of the Merdeka Curriculum. Only certain methods that emphasize active student involvement, contextual learning, and the development of relevant 21st-century skills are suitable for implementation. The principle of flexibility in the Merdeka Curriculum allows teachers to adapt their approaches to students' needs, meaning that the use of these methods is not rigid but adaptive to the school context and the characteristics of the students. This highlights that the success of implementing teaching methods is highly dependent on teachers' ability to integrate theory, curriculum policies, and classroom realities.

c. The Relationship Between Teaching Methods and the Merdeka Curriculum

The Merdeka Curriculum emphasizes flexibility, differentiation, and student-centered learning. In this context, the choice of teaching methods is no longer determined by a single rigid approach, but rather by the students' learning needs, the school context, and the intended learning outcomes. This is in line with Richards & Rodgers' framework, in which teaching methods are the result of an integration of approach, design, and procedure, consciously selected by teachers according to their pedagogical beliefs and the needs of their learners.⁴⁵

Several English language teaching methods commonly used in Indonesia are closely related to the philosophy of *Merdeka Belajar*. Methods such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Project-Based Learning (PjBL), Inquiry-Based Learning (IBL),

⁴⁵ Richards.

Cooperative Learning, Problem-Based Learning (PBL), Total Physical Response (TPR), and Content-Based Instruction (CBI) inherently support the principles of the Merdeka Curriculum as they encourage active student participation, contextual learning, collaboration, and the development of 21st-century skills such as critical thinking, creativity, collaboration, and communication.

Nevertheless, in practice, some teachers still combine more traditional methods, such as the Grammar Translation Method (GTM) or the lecture method, with more modern approaches. This is not entirely contradictory to the Merdeka Curriculum, as long as teachers are able to modify their application to still provide room for exploratory student activities. Therefore, the relationship between teaching methods and the Merdeka Curriculum can be considered adaptive: teachers are granted the autonomy to choose any method, as long as it enables students to achieve the expected competencies outlined in the Learning Outcomes (*Capaian Pembelajaran* or CP) and contributes to the formation of the *Profil Pelajar Pancasila*.

d. Operational Definition of English Language Teaching Methods in the Context of This Research

In this study, the term *English Language Teaching Methods* refers to the application of the approach, design and procedure framework as proposed by Richards and Rodgers , which is implemented by English teachers in carrying out the Merdeka Curriculum at the junior high school level in Palopo City. In other words, teaching methods are not merely understood as practical classroom strategies, but rather as a comprehensive system that encompasses theoretical

beliefs about language learning (*approach*), instructional planning prepared by teachers (*design*), and the actual techniques carried out during the teaching–learning process (*procedure*).⁴⁶

This operational definition emphasizes that teaching methods in this research are not narrowly viewed as teacher activities alone, but as an integrated construct that demonstrates consistency between theory, instructional planning, and classroom practice. Accordingly, the English Language Teaching Methods referred to in this research include: (1) teachers’ beliefs about how languages are learned (*approach*), (2) instructional planning covering objectives, materials, strategies, media, and teacher–student roles (*design*), and (3) concrete classroom activities manifested through various teaching techniques (*procedure*).

With this definition, the study aims to analyze the extent to which teachers in both public and private schools in Palopo apply English teaching methods that align with the philosophy of the Merdeka Curriculum, considering their theoretical foundation, instructional design, and classroom practice.

4. Public and Private Junior High Schools in Indonesia

a. General Characteristics of Public and Private Schools

Public schools in Indonesia are established, funded, and supervised by the government through the Ministry of Education and local education offices. Students in public schools generally do not pay high tuition fees, or the education is even

⁴⁶ Carol A. Klee, Jack C. Richards, and Theodore S. Rodgers, ‘Approaches and Methods in Language Teaching’, *The Modern Language Journal*, 1986, 420 <<https://doi.org/10.2307/326829>>.

free, as funding comes from the state budget. The quality of facilities in public schools varies depending on government budget allocation, location, and class size.

In contrast, private schools are established by non-governmental organizations, foundations, or individuals, with operational costs largely borne by students' parents. Private schools often provide more modern facilities, additional learning programs, and smaller class sizes, allowing for more personalized attention for each student. Private schools also typically have greater flexibility in implementing curricula, teaching methods, and extracurricular activities.⁴⁷

b. Differences in Management, Curriculum, and Resources

The differences between public and private schools can be observed in several aspects:

1) Management and Leadership

Public schools in Indonesia operate under a government bureaucratic structure, where principals and teachers are appointed through official government mechanisms and supervised by local education offices. Decision-making processes, including budget allocation, teacher assignment, and implementation of learning programs, often require significant time due to strict bureaucratic procedures. This structure ensures standardized education nationwide but reduces flexibility for schools to adjust teaching activities according to local conditions, student needs, or current educational trends. For example, acquiring technological facilities,

⁴⁷ I Pratiwi, 'Perbandingan Antara Sekolah Swasta Dan Negeri Di Provinsi Sumatera Utara, Indonesia: Systematic Literature Review', *REKOGNISI: Jurnal Pendidikan Dan Kependidikan*, 8.1 (2023), 9–15
<https://jurnal.unusu.ac.id/index.php/rekognisi/article/view/158%0Ahttps://jurnal.unusu.ac.id/index.php/rekognisi/article/download/158/112>.

implementing innovative programs, or changing teaching methods often requires official approval, which can delay innovation in public schools.

On the other hand, private schools enjoy greater autonomy in management and decision-making. Principals and managing foundations have the authority to recruit teachers according to the competencies required, adjust additional curricula, and select teaching methods that are most effective for their students. This flexibility allows private schools to respond more quickly to students' needs, parental expectations, and global educational developments. For instance, private schools can immediately implement project-based learning or hybrid learning using digital technology, whereas public schools may need more time to adjust regulations and administrative procedures.

2) Curriculum and Learning Programs

Public schools generally implement the national curriculum, such as the Merdeka Curriculum or the 2013 Curriculum, which covers core competencies mandated by the government, including literacy, numeracy, and character education. Local adaptation is limited because schools must adhere to national guidelines. Consequently, although the Merdeka Curriculum encourages flexibility and interest-based learning, its implementation in public schools may be constrained by limited resources or large class sizes.

Private schools, in contrast, have the freedom to add specialized curricula tailored to their vision, mission, and student needs. Many private schools implement bilingual programs, international curricula, or thematic approaches that integrate multiple subjects into one project. These additional programs enable students to

develop foreign language skills, critical thinking, and 21st-century competencies earlier than their peers in public schools. Parents often view this as an investment in their child's future, as a more diverse curriculum prepares students for further education or global career opportunities.

3) Resources and Facilities

The difference in resources and facilities is the most visible between public and private schools. Public schools, especially those in underfunded areas, often face limitations in the number of teachers, classrooms, laboratories, libraries, and access to digital media. Teachers in public schools frequently manage very large classes, making it difficult to provide individual attention to students. This can reduce the effectiveness of teaching, especially for methods that require hands-on practice, group discussions, or technology integration.

Private schools generally provide more complete and modern facilities, including computer labs, digital libraries, creative spaces, sports facilities, and science laboratories. Smaller class sizes allow teachers to provide more personalized guidance and monitor student progress more effectively. The advantage of these resources and adequate teacher-to-student ratios is one reason why parents are willing to pay higher tuition fees, even though public schools are free. Additionally, a comfortable and safe learning environment in private schools is often associated with increased student motivation and academic achievement.⁴⁸

⁴⁸ Islami and others.

4) Parental Motivation for Choosing Private Schools

Although public schools offer free education, many parents prefer private schools for several reasons. First, teaching quality in private schools is often considered superior, as teachers have additional qualifications, teaching experience, and a focus on developing individual student competencies. Second, modern facilities and a comfortable learning environment enhance the learning experience and support academic achievement. Third, the social environment in private schools allows children to interact with peers from middle to upper socioeconomic backgrounds, which is believed to open broader future opportunities, such as networking and preparation for top-tier high schools.

Furthermore, the reputation and prestige of private schools are important factors for parents. Many parents believe that private schools are better able to prepare students for further education, including elite high schools or prestigious universities. Private schools also offer additional programs that are rarely available in public schools, such as foreign language instruction, project-based learning, diverse extracurricular activities, and character and soft skills development. These factors make tuition fees at private schools a strategic investment for parents, even though public education is available for free.⁴⁹

Overall, differences in management, curriculum, resources, and parental motivation explain why the implementation of the Merdeka Curriculum can differ between public and private schools. Private schools are generally more capable of

⁴⁹ Jien Jurnal and others, 'PARENTS ' DETERMINANT FACTORS OF CHOOSING BETWEEN PRIVATE AND PUBLIC SCHOOL (MA) FOR THEIR CHILDREN', 2025, 4559–75.

implementing innovative learning methods, interest-based projects, and digital media usage, while public schools must adjust to existing limitations to uphold the principles of the Merdeka Curriculum. Understanding these differences is crucial for assessing the effectiveness of teaching method implementation across school types.

c. Relevance of These Differences to the Implementation of the Merdeka Curriculum

The differences in characteristics and resources significantly affect the implementation of the Merdeka Curriculum. Private schools, with greater management flexibility and better facilities, are usually able to more easily implement project-based learning, differentiated instruction, and the use of digital media. Public schools, despite their limitations, still implement the principles of the Merdeka Curriculum, though they face challenges related to class size, availability of teaching modules, and technological support. Understanding these differences is important for evaluating the effectiveness of teaching methods under the Merdeka Curriculum in various school contexts.

d. Operational Definition of Public and Private Schools in This Research

In this research, public schools are defined as educational institutions established, funded, and supervised by the government at the national or local level. These schools provide formal education to students without charging tuition fees, or with very minimal costs, making them accessible to all segments of society. Public schools follow national education policies, including the implementation of government-mandated curricula and other regulations governing teaching and

learning activities. Through a clear bureaucratic structure, public schools aim to provide equitable and standardized education throughout Indonesia.

Private schools, on the other hand, are defined as schools established and managed by non-governmental organizations, foundations, or individuals. Tuition fees paid by students serve as the main source of funding, allowing private schools greater autonomy in management, curriculum design, and selection of teaching methods and strategies. This flexibility enables private schools to tailor learning programs to student needs, parental expectations, and global educational developments, providing opportunities for students to gain more diverse and intensive learning experiences compared to public schools.

5. Barriers in Curriculum Implementation

a. General Understanding of Barriers in Education

In the field of education, the term *barriers* refers to any kind of obstacles that hinder the achievement of learning objectives or the implementation of educational policies.⁵⁰ These barriers may be structural (policy and facilities), cultural (values, norms, and traditions), or personal (individual motivation and competence).⁵¹ In other words, *barriers* are weaknesses in the education system that prevent teaching and learning processes from running optimally, even when the curriculum itself is well designed.

⁵⁰ Andi Husni A. Zainuddin and others, 'Barriers to Local Language Preservation: Insights from English Teachers in the Luwu Context', *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 12.2 (2025), 2221–36 <<https://doi.org/10.24256/ideas.v12i2.5959>>.

⁵¹ Wahyusi, Masruddin and Wisran.

Theoretically, the success of curriculum implementation is not determined solely by the quality of the curriculum document, but also by how well educational actors are able to address emerging barriers. According to Fullan, every curriculum change inevitably creates “natural resistance,” since change requires adaptation while teachers and students are already accustomed to old patterns.⁵² This means that barriers are not only technical but also psychological and cultural in nature. Therefore, analyzing barriers becomes essential in curriculum implementation research, as it highlights the gap between *curriculum as policy* and *curriculum as practice*.

b. Categories of Barriers According to Michael Fullan (2007)

Michael Fullan (2007) classifies barriers in curriculum implementation into three interrelated categories:

1) Internal Barriers

Internal barriers stem from teachers as individual curriculum implementers. These include limited professional competence, such as lack of deep understanding of the new curriculum philosophy or insufficient skills in applying innovative teaching methods like *project-based learning*. Psychological factors also play a key role: some teachers resist change because they find older methods safer and easier to apply. Low motivation to engage in professional learning, fatigue from administrative workload, or anxiety about evaluation are also part of this category. Fullan emphasizes that educational change “rests on the shoulders of teachers,”

⁵² Michael Fullan, ‘Change the Terms for Teacher Learning’, *Journal of Staff Development*, 28.3 (2007), 35–36 <http://www.michaelfullan.ca/Articles_07/07_term.pdf>.

meaning that if teachers are not internally ready, even the best curriculum will be difficult to implement effectively.

2) External Barriers

External barriers come from institutional and systemic factors. Examples include inadequate facilities (overcrowded classrooms, malfunctioning language labs, poor internet connectivity), limited teacher training opportunities, lack of school policy support, or a mismatch between national curriculum requirements and local realities. In the context of the Merdeka Curriculum, one striking external barrier is the digital divide between urban and rural schools: while urban schools have easier access to technology, schools in remote areas still rely on traditional methods due to limited resources. Such barriers may lead to inequalities in education quality, hindering the goal of equitable learning outcomes.

3) Contextual Barriers

Contextual barriers are related to the social, cultural, and economic environment of schools. For instance, Indonesia's learning culture, where students tend to be passive and show high respect for teacher authority, often conflicts with the Merdeka Curriculum's principles that encourage inquiry, critical thinking, and collaboration. Family economic background also matters: students from low-income families may lack access to supplementary books, digital devices, or a conducive learning space at home. In addition, the dominance of local languages in some areas makes it difficult for students to practice English in real contexts. These

contextual barriers show that curriculum implementation is not just about teachers and schools, but about the broader educational ecosystem.⁵³

c. Examples of Barriers in Implementing the Merdeka Curriculum in Indonesia

In Indonesia, especially in the implementation of the Merdeka Curriculum, these barriers are evident in practice.

- 1) Internal barriers: Some junior high school English teachers still rely on the Grammar Translation Method (GTM) or lecture-based teaching, which contradicts the spirit of *student-centered learning*. Teachers who are accustomed to teacher-centered approaches often struggle when required to manage project-based or collaborative learning. Moreover, administrative burdens such as report writing, assessment, and lesson planning often leave teachers with little time to innovate.
- 2) External barriers: Many schools lack adequate technological infrastructure to support digital learning. Implementing *project-based learning* or *task-based learning* becomes difficult when resources are limited. Teacher training is also uneven: some teachers receive intensive workshops, while others only attend brief socialization sessions. Leadership also plays a role: teachers working under supportive principals tend to innovate more, while those under conservative leadership often revert to traditional methods.
- 3) Contextual barriers: In certain schools, students are not accustomed to using English in daily interactions, making the application of CLT or TBLT less

⁵³ Fullan.

effective. Socio-economic conditions further complicate matters: some students lack access to gadgets or internet data to supplement their learning. Parental support also varies: while some encourage their children to practice English, others focus only on exam performance.⁵⁴

d. Operational Definitions of Internal, External, and Contextual Barriers

In this study, the concept of barriers in implementing the Merdeka Curriculum is understood in three dimensions that reflect the complexity of classroom practice. Internal barriers are those that originate from teachers themselves, including limited knowledge and pedagogical competence, lack of readiness to adopt innovative methods, low motivation, and negative attitudes toward change. Meanwhile, external barriers refer to constraints that come from the wider education system or school institutions, such as inadequate facilities, insufficient teacher training, unsupportive school policies, and unequal distribution of resources across different schools. Finally, contextual barriers are related to the social, cultural, and economic environment of students and schools, for instance the dominance of local languages in daily communication, minimal family support, economic inequalities, and the persistence of a passive learning culture among students. These three dimensions are used operationally in this study to analyze the challenges faced by English teachers in both public and private junior high schools in Palopo when implementing the Merdeka Curriculum.

⁵⁴ Kamaruddin Hasan, Wawan Krismanto, and Zaid Zainal, 'The Spirit of Moving Forward : An Overview of the Change Process in Sekolah Penggerak', November, 2024, 808–27.

6. Teachers' Perceptions

a. Definition of Perception

Perception or attitude, according to Fishbein and Ajzen (1975), refers to an individual's psychological evaluation of an object, situation, or phenomenon that can influence their behavior and actions. Attitude reflects an internal tendency to evaluate something positively, negatively, or neutrally, which emerges based on knowledge, experience, and personal values. In the educational context, teachers' perceptions include their evaluation of curricula, teaching methods, learning media, and classroom environments. These perceptions are not merely theoretical but also practical, as they influence teachers' decisions in selecting instructional strategies, managing classrooms, and interacting with students.⁵⁵

Fishbein and Ajzen emphasize that attitude is a critical predictor of behavior, where individuals tend to act in accordance with their positive or negative evaluations of an object. In other words, a teacher's perception of a particular method or curriculum serves as a strong indicator of whether they will adopt, modify, or reject the method in actual classroom practice.

b. Three Components of Attitude: Cognitive, Affective, and Conative

Teachers' attitudes or perceptions can be divided into three interrelated aspects:

⁵⁵ Sutri Windiarti and others, 'Teachers' Perception toward the Obstacles of E-Learning Classes', *Ethical Lingua: Journal of Language Teaching and Literature*, 6.2 (2019), 117–28 <<https://doi.org/10.30605/25409190.v6.117-128>>.

1) Cognitive Component

This component relates to teachers' knowledge, beliefs, and understanding of a particular object or phenomenon. In teaching, the cognitive component includes the extent to which teachers comprehend the principles, theories, or objectives of a specific instructional method, including the Merdeka Curriculum. Teachers with a positive cognitive evaluation of a method can link theory to practice, understand the relevance of instructional strategies, and assess the advantages and limitations of the method. For instance, a teacher who understands the concept of Project-Based Learning is better prepared to design classroom activities that align with students' interests and needs.

2) Affective Component

The affective component encompasses teachers' feelings, emotions, and psychological responses toward a particular object or situation. Positive emotions, such as interest, enthusiasm, and confidence, can enhance teachers' motivation to implement learning activities. Conversely, negative emotions, such as discomfort or anxiety, may limit innovation and creativity in teaching. For example, a teacher who feels confident and enthusiastic about active learning methods is more likely to encourage student discussions, hands-on experiments, and differentiated instruction.

3) Conative Component

The conative component relates to teachers' intentions, motivation, and behavioral tendencies to implement what they believe and feel. This component reflects the direct link between perception and actual classroom behavior. Teachers

with positive cognitive and affective perceptions are more likely to act consistently in applying the method, while negative or uncertain perceptions may lead to resistance, resulting in suboptimal implementation of the teaching method.⁵⁶

c. Relationship Between Attitude/Perception and Teaching Behavior

The relationship between teachers' perceptions and teaching behavior is crucial because perceptions serve as primary predictors of how teachers plan and conduct learning activities. Teachers with positive perceptions of a curriculum or instructional method are generally more motivated, employ more innovative strategies, and respond more effectively to individual student needs. For instance, teachers who believe that the Merdeka Curriculum enhances students' critical thinking are likely to design project-based activities, facilitate interactive discussions, and utilize digital media effectively.

Conversely, negative perceptions may result in teachers being reluctant to adopt new methods, less innovative, or implementing the curriculum mechanically without adapting it to student needs. Therefore, understanding teachers' perceptions is essential not only to identify their viewpoints but also to evaluate the extent to which a curriculum or teaching method can be implemented effectively in practice.

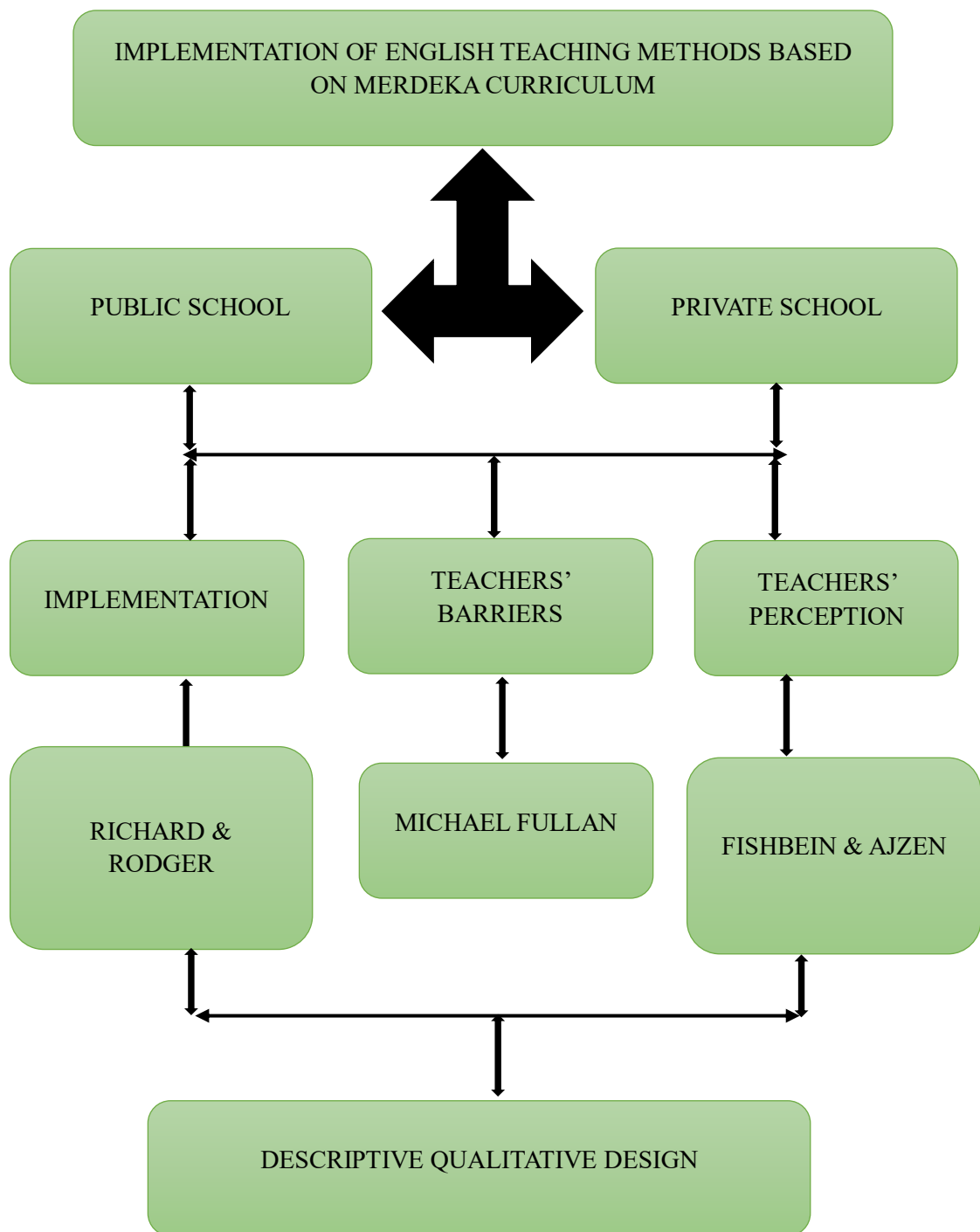
d. Operational Definition of Teachers' Perceptions in This Research

In this research, teachers' perceptions are defined as the psychological evaluations encompassing cognitive, affective, and conative aspects regarding the English teaching methods based on the Merdeka Curriculum. The cognitive

⁵⁶ M Ajzen Fishbein and Icek Ajzen, 'Belief, Attitude, Intention and Behaviour: An Introduction to Theory and Research', *Reading, Addison-Wesley*, May 1975, 2011.

component reflects teachers' knowledge and beliefs about the principles, objectives, and effectiveness of the methods applied. The affective component includes teachers' feelings, attitudes, and levels of enthusiasm in using these methods in the classroom. The conative component describes teachers' intentions and tendencies to implement instructional methods consistently according to the principles of the Merdeka Curriculum. Understanding teachers' perceptions serves as an important indicator for assessing the effectiveness of teaching method implementation and instructional strategies tailored to students' needs in both public and private schools.

C. CONCEPTUAL FRAMEWORK



Picture: 1.1. Conceptual Framework Chart.

CHAPTER III

RESEARCH METHOD

A. Approach and Type of the Research

This study employed a qualitative approach to gain a comprehensive understanding of the implementation of English teaching methods based on the Merdeka Curriculum in public and private schools in Palopo City. The qualitative approach allowed the researcher to explore teaching practices, the challenges faced by teachers, and their perceptions in depth through classroom observations, checklist questionnaires, and in-depth interviews. Thus, the data obtained are descriptive, contextual, and capable of providing a thorough overview of the implementation of English teaching methods based on the Merdeka Curriculum in both public and private schools.

This study used a qualitative descriptive design, in which data collection was carried out in several stages in accordance with the sequence of the research questions. The first stage was classroom observation, aimed at directly mapping the teaching methods applied by teachers, including Project-Based Learning, Inquiry-Based Learning, Cooperative Learning, and other active learning methods. The second stage was a checklist questionnaire, used to identify internal, external, and contextual barriers experienced by teachers in implementing teaching methods according to the Merdeka Curriculum. The final stage was in-depth interviews with teachers as the main informants, to understand their perceptions of the curriculum, attitudes toward teaching methods, and experiences in implementing active learning strategies.

This data triangulation approach allowed the researcher to obtain a richer, valid, and reliable picture of English teaching practices in grade VIII in both public and private schools in Palopo. With a systematic data collection sequence observations, questionnaires, and interviews the researcher could align the findings with each research question, making the analysis and discussion of the results more structured and relevant.

B. Focus of the Research

This research focused on examining the implementation of English learning methods based on the Merdeka Curriculum across both public and private schools in Palopo City. The research population comprised students from two public secondary schools (SMPN 3 Palopo and SMPN 4 Palopo) and two Islamic private schools (SMPIT Insan Madani and SMPIT Ibnu Sina). Employing Sugiyono's recommended methodology, the researcher utilized purposive sampling to select participants. This sampling technique was chosen to ensure subjects possessed specific characteristics closely aligned with the known population parameters. The sample selection criteria specifically targeted one English teacher from each participating institution.

This research aimed to evaluate teaching methods and implementation challenges of the Merdeka Curriculum in English language instruction, while also examining teachers' perceptions of the employed methodologies. The research employed classroom observations and questionnaire administration to assess method implementation and identify encountered obstacles. Additionally, in-depth interviews were conducted with English teachers from each participating institution

to gain deeper insights into their pedagogical perspectives. Through this method approach, the investigation provided a comprehensive analysis of Merdeka Curriculum implementation across Islamic private and public schools in Palopo City, while revealing significant similarities and differences in teaching practices between these institutional types.

C. Definition of Terms

1. Merdeka Educational programs: A competency-based educational programs presented by the Indonesian government pointed at giving a more all encompassing learning approach. This educational programs emphasizes the advancement of life aptitudes, inventiveness, and understudy autonomy, and offers schools adaptability in planning learning forms that suit the wants and possibilities of understudies.
2. English Language Teaching (ELT): The method and hone of instructing the English dialect, including techniques, educating materials, classroom exercises, and appraisal techniques outlined to improve students' English capability.
3. Public Schools: Educational institutions funded and managed by the government. These schools serve a diverse student population from various socio-economic backgrounds. Examples include SMP Negeri 3 Palopo and SMP Negeri 4 Palopo.
4. Private Schools: Instructive teach supported and worked autonomously, frequently having more adaptability in educational modules plan and asset assignment. Illustrations incorporate SMPIT Insan Madani and SMPIT Ibnu Sina Palopo.

D. Research Design

This study employed a qualitative approach with a descriptive design to provide a comprehensive understanding of the implementation of English learning methods under the Merdeka Curriculum in both public and private schools in Palopo City. English teachers from the selected schools served as the main research subjects.

The process of data collection was carefully aligned with the three research questions. To address the first research question, which focused on how English teaching methods are implemented in the classroom, data were collected through classroom observations. Each teacher was observed twice during English lessons using structured checklist sheets to document the teaching methods applied, the use of teaching media, and the integration of Merdeka Curriculum principles.

The second research question, which explored the challenges faced by teachers in implementing the Merdeka Curriculum, was primarily addressed through checklist questionnaires. These instruments were distributed to teachers to capture their experiences, difficulties, and barriers in applying various teaching methods. The responses helped reveal both internal and external factors influencing the process.

For the third research question, which examined teachers' perceptions of implementing the Merdeka Curriculum in English teaching, semi-structured interviews were conducted. The interviews enabled teachers to share their personal reflections, attitudes, and practical experiences, offering a deeper understanding beyond what was captured in the questionnaires and observations.

All data from observations, questionnaires, and interviews were analyzed thematically to identify relevant patterns and themes. Data triangulation was applied to ensure validity by comparing findings from different sources, and member checking was conducted with several respondents to confirm that the interpretations accurately reflected their perspectives. This research design provided not only a detailed portrayal of the implementation of English teaching methods but also a clear insight into the challenges and perceptions of teachers in the context of the Merdeka Curriculum.

E. Data and Data Sources

This research used the student population from two public schools, namely SMPN 4 Palopo and SMPN 3 Palopo, and two private schools, namely SMPIT Insan Madani and SMPIT Ibnu Sina in Palopo City as research subjects. After agreeing on a schedule with each teacher, the observation process was carried out in Grade VIII classes at each school. Teachers from SMPN 3 Palopo were observed while teaching Grade VIII C, teachers from SMPN 4 Palopo was observed while teaching in class VIII A, teachers from SMPIT Insan Madani were observed while teaching in class VIII A, and teachers from SMPIT Ibnu Sina were observed while teaching in class VIII A. This research was conducted between May 5 and May 21, 2024, in accordance with the school's academic calendar.

The research sample was selected using purposive sampling, as recommended by Sugiyono, which involves choosing subjects based on specific characteristics relevant to the research objectives. In this study, one English teacher from each school was selected for their relevance to the research focus.

Data were collected through three instruments. Observations and questionnaires were used to evaluate the implementation of English learning methods under the Merdeka Curriculum and to identify challenges faced by teachers. Additionally, in-depth interviews with one English teacher from each school explored their perceptions of the teaching methods employed.

The collected data were then thematically analyzed to uncover relevant patterns and themes. This approach aims to provide a comprehensive understanding of the Merdeka Curriculum's application in English language teaching across public and private schools in Palopo City, highlighting both differences and similarities in teaching practices between these school types.

F. Research Instrument

This study aimed to analyze the implementation of English learning methods based on the Merdeka Curriculum in public and private schools. The research instruments consisted of classroom observations, interviews, and questionnaires.

1. Observation

Observations were conducted to directly examine how teachers implemented learning methods in the classroom, including approaches, principles, and strategies used. The observation focused on five main indicators:

- a. Teacher Activities: Including giving instructions, demonstrating, guiding, providing feedback, and motivating students.
- b. Student Activities: Including discussions, tasks, projects, inquiry activities, and collaboration.

- c. Teacher–Student and Student–Student Interaction: Including two-way interaction and communication within groups.
- d. Use of Teaching Media or Modules: Including the use of print and digital media that are relevant and support the chosen methods.
- e. Reflection and Learning Evaluation: Including assessment of student work, reflection on learning, and conclusions delivered by the teacher.

These five indicators were selected based on Richard & Rodgers' theory, which states that teaching methods can be analyzed through three main categories (approach, design, procedure). These indicators represent key aspects of classroom method implementation. Focusing on these five indicators ensures comprehensive observation of both process and outcomes of learning, providing a full picture of method implementation.

2. Questionnaire

Questionnaires were distributed to teachers to explore the challenges they faced in implementing English teaching methods under the Merdeka Curriculum. The questions were developed based on Fullan's theory regarding factors influencing the success of educational innovations, including teacher barriers, internal, external and contextual factors.

3. Interview

Interviews were conducted with one English teacher from each school to understand teachers' perceptions of the methods they use in implementing the Merdeka Curriculum. The interview questions were developed based on Fishbein & Ajzen's theory to explore teachers' cognitive, affective, and conative aspects in

method implementation. The interviews aimed to gain insight into teachers' interpretations of the Merdeka Curriculum principles, teaching strategies employed, and the challenges and experiences they encountered.

By using these three instruments, this study provides a comprehensive understanding of English language teaching practices under the Merdeka Curriculum in public and private schools, as well as the challenges teachers face in applying the teaching methods.

G. The Procedure for Collecting Data

The procedures for collecting data in this research were as follow:

1. Classroom observation

At this stage, the researcher conducted direct observations in the classrooms of the agreed-upon teachers using observation sheets. Observations were conducted during two meetings in each classroom/teacher to ensure a deep understanding of teaching methods and their implementation. Observations recorded practices and observed English teaching methods used by teachers in the Merdeka Curriculum.

2. Teacher Questionnaire

Next, questionnaires are distributed to participating teachers after the first observation session. These questionnaires are used to collect additional data on the challenges they face. Teachers are asked to complete the questionnaires by checking boxes on the questionnaire sheet containing statements related to the challenges they encounter in applying the teaching methods they use within the context of the Merdeka Curriculum in English language instruction.

3. Teacher Interviews:

The next step is to conduct interviews with teachers from public and private schools involved. The interviews are conducted immediately after the second meeting observation.

4. Data Processing and Analysis:

After all data is collected, the next step is to process and analyze the data. Data from interviews, observations, and questionnaires were analyzed separately using qualitative analysis methods. The results of the analysis were used to answer the research questions and draw conclusions.

By employing these data collection methods, this study will provide an in-depth understanding of English teaching practices in the Merdeka Curriculum at public and private schools, as well as teachers' perceptions of the implementation of the teaching methods they use.

H. Data Validity Check

In ensuring the validity of the data in this study, several critical steps will be taken to ensure its quality and validity.

1. Internal validity is carefully examined to ensure that the methods of data collection and analysis are in line with the research objectives. This requires consistency between the research questions, data collection methods, and interpretation of findings.
2. external validity is considered by ensuring that the research findings have broad relevance beyond the specific context of the study, ensuring that the research results are useful to the scientific or practitioner community.

3. Reliability of data is also carefully considered, with meticulous documentation of the data collection process and consistent use of methods to ensure reliability and consistency of findings.
4. In this research, data triangulation will be an important approach to validate the findings. Through method triangulation, researchers will use a series of data collection techniques, including interviews with English teachers, direct observation in the classroom, and analysis of documents such as lesson plans. Meanwhile, source triangulation will involve collecting data from various sources, including teachers, students, administrative staff, as well as official documents from the curriculum and teaching guidelines. By using this triangulation approach, this study will be able to increase the reliability and validity of the findings on the implementation of English learning methods using Merdeka Curriculum in Palopo schools.

I. Technique of Data Analysis

1. The first step is observation data were analyzed using a descriptive qualitative approach based on Richards and Rodgers' theoretical framework, which divides teaching methods into three main components: approach, design, and procedure. The observation instrument consisted of five indicators:
 - a. Teacher activities,
 - b. Student activities,
 - c. Teacher–student and student–student interactions,
 - d. The use of media and teaching modules,
 - e. Reflection and evaluation of learning.

Each indicator was analyzed based on the results of the observation checklist in the classroom. The first step of the analysis was to describe the level of implementation of each indicator, focusing on teacher activities, student engagement, as well as the forms of interaction and media use. The second step was to link these descriptive findings to the characteristics of specific teaching methods in order to identify the method applied by the teacher.

The identification of methods was carried out by matching the patterns emerging from the observations with the distinctive features of each teaching method. The references used included:

- a. Direct Teaching / Lecture : characterized by teacher-dominated explanations, minimal discussion, and students being relatively passive in receiving information.
- b. Cooperative Learning : evident from group work, peer discussions, and presentations of group results in front of the class.
- c. Project-Based Learning (PjBL) : characterized by project-based assignments, including planning, implementation, and reporting of student work.
- d. Problem-Based Learning (PBL) : identified through the presentation of real-world problems, students' exploration of information, solution discussions, and reflection on the problem-solving outcomes.
- e. Inquiry-Based Learning (IBL) : reflected in the teacher's encouragement for students to raise questions, search for data or information, conduct exploration, and draw conclusions independently.

- f. Demonstration : indicated by the teacher or students performing a skill or procedure, followed by student practice.
- g. Communicative Language Teaching (CLT) : characterized by communication-focused activities, such as role plays, pair conversations, or context-based real-life tasks.

Thus, the observation results not only described the extent of implementation of the observation indicators but also allowed the researcher to identify the teaching methods employed by the teacher during the learning process. Conclusions were drawn by comparing the dominant patterns found in the observations with the characteristics of each method.

2. The next step was to analyzed data from questionnaires :

a. Grouping of Responses

Each questionnaire item was categorized according to the three types of barriers investigated, namely:

- 1) Internal barriers (e.g., teachers' limited understanding of the teaching methods within the Merdeka Curriculum),
- 2) External barriers (e.g., availability of training, modules, facilities, and school support),
- 3) Contextual barriers (e.g., student conditions, technological limitations, and differences in learning styles).

b. Presentation of Data in a Simple Table

Teachers' responses were displayed in a simple table, using ✓ for "Yes" answers and ✗ for "No" answers. This presentation aimed to make the data easier to read and compare across respondents.

c. Narrative Analysis

The data presented in the table were then analyzed narratively. The analysis focused on identifying:

- 1) Response patterns (e.g., all teachers answered "Yes" or only some did),
- 2) Differences in responses among teachers,
- 3) The relationship between responses and the context of implementing English language teaching methods within the Merdeka Curriculum.

d. Narrative Interpretation

The narrative interpretation was used as the basis to draw conclusions about the most dominant barriers experienced by teachers, as well as to provide an overall picture of the extent to which teachers faced challenges in implementing teaching methods.

Through these steps, the analysis of the questionnaire not only described the teachers' responses but also provided a deeper understanding of the barriers encountered in implementing English language teaching methods within the Merdeka Curriculum.

3. Interview data in this research were analyzed using a descriptive qualitative approach. The analysis referred to Fishbein & Ajzen's theory, which divides

perception into three main aspects: cognitive, affective, and conative. The stages of analysis were carried out as follows:

a. Transcription of Interview Data

All interview results with teachers were transcribed verbatim from voice recordings into text form to facilitate the coding and analysis process.

b. Transcription analysis

From the interview transcripts, each teacher's response was analyzed according to the three aspects of perception, namely:

- 1) Cognitive Aspect: related to teachers' knowledge, understanding, and beliefs about the implementation of teaching methods in the Merdeka Curriculum.
- 2) Affective Aspect: includes teachers' attitudes, feelings, and emotional responses in implementing the teaching methods.
- 3) Conative Aspect: refers to teachers' behavioral tendencies, intentions, and actual actions in carrying out the teaching process.

c. Data Categorization

Teachers' responses were then grouped into categories based on the three aspects above. For instance, a teacher's statement about "difficulties in understanding the teaching module" was categorized as cognitive, while a statement such as "feeling motivated to use the PBL method" was categorized as affective, and a statement like "trying to adjust the method to students' conditions" was categorized as conative.

d. Narrative Analysis

After the data were categorized, narrative analysis was conducted by:

- 1) Identifying patterns of responses within each aspect.
- 2) Comparing similarities and differences in teachers' perceptions.
- 3) Linking the interview findings to the context of English language teaching method implementation under the Merdeka Curriculum.

e. Interpretation

Based on the analysis results, meanings regarding teachers' overall perceptions were drawn. These findings provided an overview of:

- 1) How teachers understand (cognitive),
- 2) How they feel (affective), and
- 3) How they act (conative)

in implementing English language teaching methods under the Merdeka Curriculum.

4. The results of the analysis are interpreted to answer the research questions and produce reliable conclusions.
5. The results of the research are presented in a comprehensive research report, including a description of the findings, interpretation, and practical implications.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Research Findings

1. General Descriptions of the Research Locations

This study was conducted in four junior high schools (SMP) in Palopo City, South Sulawesi Province. The schools selected for this study had diverse institutional backgrounds and learning environments. Each school was chosen based on considerations of variation in teaching approaches, which could provide a comprehensive picture of the implementation of English teaching methods in the context of the Merdeka Curriculum. The selection of locations was done purposively, taking into account the diversity of institutional backgrounds, including school status (public and private), readiness to implement the Merdeka Curriculum, and teacher and student characteristics.

Observations were conducted at four schools, namely SMPN 3 Palopo, SMPN 4 Palopo, SMPIT Ibnu Sina, and SMPIT Insan Madani. All four schools have implemented the Merdeka Curriculum at the seventh and eighth-grade levels, while the ninth grade still uses the 2013 Curriculum (K-13) due to the government's policy transition, which stipulates that the Merdeka Curriculum will be implemented gradually starting from the 2022/2023 academic year.

The following is a description of each research location:

a. SMP Negeri 3 Palopo (Public School)

SMPN 3 Palopo is a public school located in the central area of Palopo city. The school has a total of 1,004 students, comprising 517 males and 487 females,

with a total of 31 learning groups. The implementation of the Merdeka Curriculum began in the 2022/2023 academic year and has been fully implemented in grades VII and VIII. Meanwhile, Grade 9 students are still following the 2013 Curriculum, as national policy does not require simultaneous curriculum changes for all levels within an educational institution. In implementing instruction, SMPN 3 Palopo has begun integrating the Merdeka Curriculum into teaching and learning activities. An observation was conducted on one English teacher who has applied the principles of this curriculum in their teaching process.

b. SMPN 4 Palopo (Public School)

SMPN 4 Palopo is located in the eastern part of Palopo City and has a total of 488 students, comprising 241 males and 247 females, divided into 15 learning groups. The school began implementing the Merdeka Curriculum in mid-2023, concurrently with the implementation of the Full Day School program. The Merdeka Curriculum is applied to grades VII and VIII, while grade IX continues to use the 2013 Curriculum, as that grade has been using the K-13 curriculum since grade VII and needs to complete its curriculum consistently.

c. SMPIT Insan Madani Palopo (Private School)

SMPIT Insan Madani is also a private Islamic school located in Palopo City. The school develops learning that focuses on character development and 21st century skills. The school has a total of 228 students, comprising 143 boys and 85 girls. The Merdeka Curriculum has been implemented for grades VII and VIII since the 2023/2024 academic year. Like other schools, grade IX continues to use the 2013 Curriculum in accordance with the government's phased transition policy,

which stipulates that the curriculum for grade IX remains aligned with the initial curriculum used since grade VII.

d. SMPIT Ibnu Sina Palopo (Private School)

SMPIT Ibnu Sina Palopo is a private Islamic-based educational institution that integrates religious values with modern learning. The school is known for its adaptive approach to the latest educational policies, including the Merdeka Curriculum. The school has a total of 381 students, comprising 185 boys and 196 girls, spread across grades VII to IX. SMPIT Ibnu Sina has implemented the Merdeka Curriculum for grades VII and VIII since the 2023/2024 academic year. Meanwhile, Grade IX still uses the 2013 Curriculum to maintain continuity with the curriculum previously used since the students were in Grade VII.

2. Analysis of the results of the validity and reliability of research instruments

Before the instruments is used, validation activities are first carried out by validator who is expert in the field. The research instrument validators consisted of one validator taken from UIN Palopo lecture.

No.	Name	Job
1	A. Musafir Rusyaidi, S.Pd.I.,M.A.TESOL.,Ph.D.	Lecture in UIN Palopo

After the instruments has been validated by validator, the next step is for the researcher to improve the instrument based on suggestions and criticisms that given by the validator until it is suitable for use in research activities.

3. Stages of Classroom Teaching and Learning Process

a. Observation 1

1) SMPN 3 Palopo (Public School)

The Observation was conducted on May 7th, 2025 in the eight C class on Tuesday at 08.00-10.00 am, and the subject is Mrs. Hr, S.Pd. The material of this meeting is about “Descriptive Text”

a) Opening Stages

- The teacher opened the lesson with greetings and student attendance. The class began formally with greetings and a roll call. This routine was done quickly and without any effort to build a warm or engaging learning atmosphere. The classroom was quiet, but enthusiasm was low.
- There was no prior knowledge activation or real-life contextualization. The teacher immediately stated the day’s topic without attempting to connect it to the students’ prior knowledge or daily experiences. No warm-up activity, storytelling, or guiding questions were used to stimulate interest.
- Learning objectives were delivered briefly and verbally. The teacher mentioned that the topic was “Descriptive Text” but did not explain its relevance or benefits for the students’ real-life communication. The objective was stated in a teacher-centered manner without student involvement.
- Students passively listened without verbal participation. Most students were silent and only observed. There was no prompt or motivation to encourage curiosity or personal connection to the material.

- The only learning media used were the textbook and the whiteboard. The teacher used the whiteboard to write key points and referred to a page in the textbook. There were no visual or digital aids to support varied learning preferences.

b) Main Stage

- The teacher explained the material through lecture-style delivery. The explanation lasted approximately 20–25 minutes, with minimal student interaction. The teacher dominated the session, reading examples from the textbook and elaborating them verbally.
- Students were assigned individual tasks from the textbook. After the explanation, students were instructed to complete exercises independently. No group work or peer collaboration was conducted.
- No exploratory activities or open discussions took place. Students were not encouraged to ask questions or discuss content. The classroom remained quiet, and all communication flowed in one direction—from teacher to students.
- The teacher remained the sole source of information. Interaction was limited. When the teacher asked questions, only a few students responded, while the majority remained passive.
- There was no use of digital media or differentiated instruction. All students received the same material and instructions regardless of their individual learning needs, interests, or proficiency levels.

c) Closing Stage

- The teacher assigned homework without class reflection. The teacher instructed students to complete additional exercises at home. There was no group review or summary of what had been learned.
- No feedback or reflective discussion was conducted. Students were not asked about the difficulties they faced, and the teacher gave no evaluative or motivational remarks.
- The class was closed in a formal and procedural manner. The teacher ended the lesson with a reminder about homework and a farewell. The closing lacked any interactive or reflective element.

2) SMPN 4 Palopo (Public School)

The Observation was conducted on May 14th, 2025 in the eight A class on Wednesday at 10.40-12.00 am, and the subject is Mrs. St, S.Pd. The material of this meeting is about “ Procedure Text”

a) Opening Stage

- The teacher opened the class with greetings and administrative routines. The teacher greeted the students and checked attendance. Although the opening was polite and orderly, there was no specific strategy to engage student curiosity or activate prior knowledge at the start.
- The learning objective was stated briefly and related to the topic of “Procedure Text.” The teacher informed students that they would learn how to write instructions in English. The purpose was mentioned but not explored in terms of real-life application (e.g., recipes, how-to guides).

- The teacher asked a triggering question to introduce the topic. For example, “Have you ever told someone how to do something, like making instant noodles?” Some students responded, which created a small opening for connection with the topic.
- Media used included textbook and whiteboard; no digital tools were utilized. The teacher wrote “Procedure Text” and example structures (goal, materials, steps) on the board while students were asked to take notes.

b) Main Stage

- The teacher explained the structure of a procedure text using the Direct Teaching method. Key elements such as “goal,” “materials,” and “steps” were explained systematically. The teacher gave one written example from the textbook and broke it down on the board.
- The lesson shifted to a semi-open discussion format. After explaining, the teacher asked students to share other examples of procedures in daily life. Some students mentioned “how to use a rice cooker” or “how to brush your teeth.” The teacher encouraged responses but did not press for elaboration.
- Students responded orally but the discussion remained teacher-guided. The teacher maintained control over the flow, asking questions and choosing who could answer. It was more of a question-and-answer session than a free-form peer discussion.
- The teacher emphasized vocabulary and verbs used in procedures. Students were asked to identify and highlight imperative verbs in the sample texts. There was no group work or collaborative task.

- No media or visual aids beyond the textbook and whiteboard were provided. The classroom lacked supporting tools such as flowcharts, diagrams, or procedural videos that could have enhanced conceptual understanding.

c) Closing Stage

- The teacher asked for a summary of the lesson from one or two students. A brief oral review was conducted. One student attempted to summarize the purpose and parts of a procedure text.
- The teacher gave a short individual assignment. Students were asked to write a short procedure text at home, such as “how to make orange juice,” using the example structure learned.
- There was no formal reflection or feedback session. The session was ended with administrative reminders and closing greetings, without exploring students’ difficulties or responses to the learning process.

3) SMPIT Insan Madani (Private School)

The Observation was conducted on May 8th, 2025 in the eight A class on Thursday at 07.30.40-09.30 am, and the subject is Mrs. Id, S.Pd. The material of this meeting is about “Describing People”

a) Opening Stage

- The teacher opened the class with greetings and a simple ice-breaking activity. The teacher greeted the students warmly and initiated a short game, such as guessing famous personalities displayed through a projector. This activity successfully created a lively atmosphere and prepared students for the topic related to describing people.

- The teacher clearly and contextually communicated the learning objectives. The teacher explained that the students would create a small project titled “My Favorite Person,” which they would present at the end of the session. The objective was linked to the importance of communication skills in real-life contexts.
- Aperception was built through a triggering discussion. The teacher asked open-ended questions such as, “Who is your favorite person? Why do you admire them?” This short discussion activated prior knowledge and increased student engagement.
- The teacher explained the project procedure and success criteria. The teacher provided clear instructions: students would create a descriptive text about their favorite person (a public figure or family member), complete it with a picture, and prepare an oral presentation. The directions were delivered in an interactive and communicative way.

b) Main Stage

- Students worked in small groups to develop their projects. Students were divided into groups of 4–5. Each group discussed and selected a figure to describe, brainstorming ideas collaboratively.
- Group discussion implemented CLT principles. Students were encouraged to use English as much as possible during discussions. The teacher monitored each group, providing support and corrective feedback when necessary without disrupting the flow of communication.

- Students worked on a descriptive text project. They wrote a complete descriptive text including identity, physical characteristics, and personality traits of their chosen figure. Some groups added creative elements such as drawings or photos.
- The teacher utilized digital media to support learning. The teacher showed sample descriptive texts via PowerPoint slides and provided templates through a class WhatsApp group. This facilitated a clear understanding of text format and structure.
- Groups presented their projects orally in front of the class. Presentations were delivered in English, and other students were encouraged to listen actively and ask simple questions. The teacher gave constructive feedback on content and delivery.

c) Closing Stage

- The teacher led a reflection session on the day's learning experience. The teacher asked, "What did you learn from this project?" Students responded by mentioning new vocabulary acquisition and improved confidence in speaking English.
- Appreciation and feedback were given for creativity and collaboration. The teacher praised active groups and provided constructive suggestions for improving text organization and pronunciation.
- A follow-up task was assigned to reinforce understanding. Students were asked to write a descriptive text individually about a family member, to be presented in the next session.

- The lesson ended with motivation and positive reinforcement. The teacher highlighted that project-based learning helps students become more independent and creative. The session concluded with words of encouragement and a short prayer.

4) SMPIT Ibnu Sina (Private School)

The Observation was conducted on May 5th, 2025 in the eight class on Monday at 07.15.40-09.00 am, and the subject is Mrs. It, S.Pd. The material of this meeting is about “ Giving Direction”

a) Opening Stage

- The teacher opened the lesson with greetings and a contextual aperception. The teacher greeted the students and asked a triggering question such as, “Have you ever been asked for directions in English?” Some students responded with simple answers like “Yes” or “No,” creating an initial engagement in the class.
- The teacher stated the learning objectives clearly. The teacher explained that today’s lesson focused on learning how to give directions in English, an important skill for real-life situations such as helping tourists or communicating abroad.
- The teacher introduced key vocabulary related to the topic. Before starting the demonstration, the teacher wrote essential phrases on the board, such as *turn left*, *go straight*, *cross the road*, and *near the park*, to support comprehension.
- Supporting media were prepared. The teacher used a simple map displayed through a projector, allowing students to visualize the directions as the demonstration progressed.

b) Main Stage

- The teacher demonstrated how to give directions orally and practically. Using the displayed map, the teacher showed the route from one point to another while stating complete instructions in English, for example:
“Go straight ahead, then turn left at the bank. The hospital is on your right.”
- The teacher taught proper pronunciation and intonation. Each sentence was pronounced clearly, and students were asked to repeat after the teacher, focusing on correct stress and tone when giving instructions.
- The teacher modeled a short dialogue. For example: *A: Excuse me, how can I get to the post office? B: Go straight, then turn right at the traffic light.* The teacher explained the sentence patterns and vocabulary used in these conversations.
- Students practiced under teacher guidance. Several students were invited to give directions using the map. The teacher provided immediate feedback on word choice, grammar, and pronunciation.
- The teacher conducted role-play to reinforce learning. Two students volunteered to act out a conversation, where one asked for directions and the other responded based on a different map.

c) Closing Stage

- The teacher led a reflection on the lesson. The teacher asked, “What new words did you learn today?” Students mentioned terms like *turn left, go straight, traffic light*, and others.

- The teacher gave appreciation for student participation. Praise was given to students who actively attempted speaking during the practice session.
- The teacher assigned a follow-up task. Students were asked to write a short dialogue about giving directions, which they would practice in the next lesson.
- The class ended with positive motivation. The teacher emphasized the practical importance of this skill and encouraged students to practice English in real-life scenarios before closing with a greeting.

b. Observation 2

1) SMPN 3 Palopo (Public School)

The Observation was conducted on May 13th, 2025 in the eight C class on Tuesday at 08.00-10.00 am, and the subject is Mrs. Hr, S.Pd. The material of this meeting is still about “Descriptive Text”

a) Opening Stage

- The teacher greeted students and used a guiding question to start the lesson. The teacher began by asking, “Who has ever described a friend in English?” This elicited spontaneous reactions and laughter, creating a more relaxed and engaging atmosphere.
- The lesson objective was contextualized and clearly communicated. The teacher explained that students would learn how to describe a person and emphasized its relevance for real-life situations like making new friends or online introductions.

- The teacher provided a relatable example. A brief description of a public figure or fictional character was used as a model, helping students grasp the concept more easily.
- Students were divided into small heterogeneous groups. Students were grouped based on varied ability levels, and each group was assigned roles (writer, speaker, questioner, note-taker) to encourage balanced participation.

b) Main Stage

- Students worked collaboratively on a descriptive writing task. Each group received a picture of a person and was asked to create a descriptive text together. The task allowed for creativity and active engagement.
- The teacher facilitated group discussion using a coaching approach. The teacher moved from group to group, offering support, guiding questions, and constructive prompts to ensure productive interaction.
- Groups presented their work orally to the class. Selected groups presented their texts, and the teacher provided feedback on content accuracy, vocabulary use, and presentation skills.
- Student-to-student interaction increased significantly. Students contributed ideas, corrected each other, and engaged in collaborative thinking. Participation improved compared to the previous observation.
- Visual and printed media were used effectively. The teacher used character images, text templates, and group worksheets to support the activity and scaffold student performance.

c) Closing Stage

- The teacher led a brief reflection session. Students were asked, “What did you learn from working in groups today?” Responses included comments about understanding the structure of descriptive texts and learning to listen to others.
- Feedback was given to each group. The teacher praised groups that worked well together and advised those that needed better coordination.
- Follow-up homework was assigned. Students were asked to write a description of a family member at home to reinforce the skills learned in class.
- The session ended with a positive tone. The teacher expressed appreciation for the students’ progress and encouraged them to continue participating actively in future lessons.

2) SMPN 4 Palopo (Public School)

The Observation was conducted on May 21th, 2025 in the eight A class on Wednesday at 10.40-12.00 am, and the subject is Mrs. St, S.Pd. The material of this meeting is still about “ Procedure Text”

a) Opening Stage

- The teacher opened the class by greeting the students and reviewing the previous lesson. The teacher began the session with a warm greeting and asked review questions such as, “Who still remembers what a procedure text is?” Several students responded confidently, indicating that they retained knowledge from the previous class.
- The teacher stated that today’s lesson would continue the same topic but use a different approach. The teacher informed the students that they would still

focus on procedure texts but would explore the topic through more discussion and collaborative exploration. The objective was clearly conveyed as an opportunity to build understanding through shared ideas.

- The teacher initiated an aperception activity using real-life, relatable examples. The teacher brought up a familiar activity, such as “making iced tea,” and asked students to explain the steps verbally. This prompted immediate responses and created an active learning atmosphere from the beginning.
- No visual media were used, but the teacher gave engaging verbal illustrations. Although no digital tools or images were shown, the teacher used vivid descriptions and examples that helped establish context and sparked student interest.

b) Main Stage

- Students were divided into small groups and given different procedure topics. Each group was assigned a different procedure, such as “how to make sweet tea,” “how to turn on a fan,” or “how to print a document.” The tasks were open-ended and allowed for various interpretations.
- The teacher encouraged open discussion by facilitating without dominating. The teacher played the role of facilitator, allowing students to manage their own discussions. Occasionally, the teacher intervened with guiding questions such as, “Have you listed all the materials?” or “Which step is the most important?”
- Students actively engaged in group discussions and co-constructed procedural sequences. Students were seen exchanging ideas, correcting one another, and

distributing roles such as writer and speaker within the group. The environment was collaborative and dynamic.

- Each group presented their discussion results orally. A representative from each group presented their procedure orally to the class. The teacher responded with praise and follow-up questions that deepened understanding.
- The teacher opened space for peer feedback and questions. After each presentation, the teacher invited other students to comment or ask questions. While only a few participated, it showed progress toward building a critical and participatory learning culture.

c) Closing Stage

- The teacher facilitated a short reflection on the learning process. Students were asked, “What did you learn today from working in groups?” Responses included insights about organizing ideas more logically and learning from peers during discussions.
- The teacher gave feedback on both the process and the group products. The teacher praised well-organized groups and gave suggestions for those who had not yet structured their steps clearly.
- An individual assignment was given for reinforcement. Students were assigned to write a procedure text at home about an activity of their own choice, using the correct structure.
- The lesson ended with positive reinforcement and appreciation. The teacher expressed pride in the students’ increasing confidence and participation, and encouraged them to continue engaging actively in future lessons.

3) SMPIT Insan Madani (Private School)

The Observation was conducted on May 15th, 2025 in the eight A class on Thursday at 07.30.40-09.30 am, and the subject is Mrs. Id, S.Pd. The material of this meeting is still about “Describing People”

a) Opening Stage

- The teacher opened the lesson by greeting the students and reviewing the previous project. The teacher warmly greeted the students and asked about their experience completing the “My Favorite Person” project in the previous meeting. Some students shared the challenges they faced, such as organizing sentences and using appropriate vocabulary.
- The teacher clearly and practically stated the learning objectives. The teacher explained that the goal for today was to learn how to write an effective descriptive text through a demonstration session. The focus was on structuring sentences correctly and presenting the description fluently.
- Aperception was conducted through guiding questions. The teacher asked, “What do you usually mention when introducing someone?” Students responded with ideas like name, age, and hobbies, which naturally connected to descriptive elements.
- Teaching media were prepared to support the demonstration. The teacher used PowerPoint slides displaying sample texts, pictures of people, and tables of descriptive vocabulary for reference during the lesson.

b) Main Stage

- The teacher demonstrated how to compose a descriptive text in front of the class. Using a picture of a well-known figure, the teacher wrote sentences for the introduction, physical description, and personality traits, explaining grammar and sentence structure step by step.
- The teacher highlighted the use of adjectives and varied sentence structures. Emphasis was placed on incorporating descriptive adjectives and avoiding repetitive words. Examples were provided both orally and in written form, along with proper pronunciation.
- Students were invited to participate in the demonstration. After modeling a few sentences, the teacher asked students to complete unfinished sentences or suggest additional adjectives, making the demonstration interactive and engaging.
- Students practiced under the teacher's guidance. The teacher presented another picture and asked volunteers to describe the person's physical appearance or personality traits. Immediate feedback was provided to improve accuracy and fluency.
- Communicative principles were integrated into the session. After the demonstration, students worked in pairs to discuss and describe a person of their choice, applying the structures and vocabulary introduced by the teacher.

c) Closing Stage

- The teacher led a reflection session on the learning outcomes. The teacher asked, "What new things did you learn about writing descriptive texts?"

Students responded that they now understood the structure better and knew how to use adjectives effectively.

- The teacher gave appreciation for active participation. Praise was given to students who contributed examples during the demonstration and those who volunteered to describe pictures.
- An individual follow-up task was assigned. Students were asked to write a descriptive text about their seatmate and prepare it for the next meeting.
- The session ended with positive reinforcement. The teacher reminded students that describing people is an essential skill for daily communication and encouraged them to practice using English beyond the classroom.

4) SMPIT Ibnu Sina (Private School)

The Observation was conducted on May 12th, 2025 in the eight class on Monday at 07.15.40-09.00 am, and the subject is Mrs. It, S.Pd. The material of this meeting is about “ Giving Direction”

a) Opening Stage

- The teacher opened the class by greeting students and asking thought-provoking questions. The teacher began with a question: *“If a tourist comes to Palopo and asks you for directions, what will you say in English?”* Students looked curious, and several attempted short responses such as *“Go straight,”* which sparked the lesson discussion.
- The teacher stated the objective and introduced the inquiry task. The teacher explained that students would work to discover how to give directions

effectively in English by observing, asking questions, and creating their own dialogues based on a real-life scenario.

- The teacher introduced a real-world problem. A scenario was given: *“Imagine you meet a tourist near the city park who needs to find the post office. How can you help in English?”* This situation became the central inquiry focus for students throughout the lesson.
- Learning materials were displayed to support exploration. The teacher provided maps, a list of landmarks (bank, school, hospital, park), and basic directional vocabulary, encouraging students to build on these resources creatively.

b) Main Stage

- Students observed examples and formulated guiding questions. The teacher displayed two short dialogues as examples but did not explain them immediately. Students were asked to identify what expressions were used and discuss questions like: *“Why do they use ‘turn left’ instead of ‘go left’?”*
- Group exploration and hypothesis building. Students worked in small groups to analyze the sample dialogues and map. They discussed patterns in the language used and predicted how they should respond in similar situations. The teacher monitored and guided by asking, *“What do you notice about the structure of the directions?”*
- Students designed and tested their own solutions. Each group was asked to create a short role-play conversation to give directions based on a different

route in the map provided. The emphasis was on using their discoveries rather than copying the examples.

- Collaborative presentation and peer feedback. Groups performed their dialogues in front of the class. Other students were encouraged to ask clarifying questions or suggest improvements. This step promoted critical thinking and peer learning.
- Teacher facilitated reflection during discussion. The teacher asked, “*What did you learn from this activity? Which expressions are the most useful?*” Students shared that they learned variations like “*next to,*” “*across from,*” and felt more confident giving clear directions.

c) Closing Stage

- The teacher summarized key findings from student inquiries. The teacher highlighted important expressions and sentence patterns discovered during the activity, reinforcing students’ contributions.
- Feedback and appreciation were given for group work. The teacher praised creativity and teamwork while suggesting improvements for pronunciation and clarity.
- The teacher assigned an extended inquiry task as homework. Students were asked to create a new dialogue for a different scenario (e.g., giving directions at a mall) and prepare a short map to present in the next session.
- Lesson concluded with motivation and real-life relevance. The teacher reminded students that this skill would help them communicate effectively in real-world contexts and encouraged them to practice outside the classroom.

4. The Implementation of English Language Teaching Method under Merdeka Curriculum in Public and Private School

This research aims to analyze the implementation of English teaching methods in the context of the Merdeka Curriculum. The subjects of the study were eighth-grade English teachers at four junior high schools in Palopo City, consisting of two public schools and two private schools. Observations were conducted twice at each school. In addition, the focus of the observation covered 21 main aspects, which were based on the teaching method theory according to Richards & Rodgers.

The following are the observation results summarized based on the instrument :

Table 4.1 The Observation Results

		Public School				Private School			
N O	Observed Aspects	SMPN 3 Obs1	SMPN 3 Obs2	SMPN 4 Obs1	SMPN 4 Obs2	Insan Madani Obs1	Insan Madani Obs2	Ibnu Sina Obs1	Ibnu Sina Obs2
	Teacher Activities								
1	Teachers provide clear instructions regarding learning activities.	√	√	√	√	√	√	√	√
2	The teacher provides examples/models (demonstrations) before students perform the task.	X	√	√	√	√	√	√	X
3	Teachers guide students during the activity.	X	√)	X	√	√	√	√	√
4	Teachers provide immediate feedback on students' work.	X	√	X	√	√	√	√	√
5	Teachers motivate students to actively participate	X	√	√	√	√	√	√	√
	Student Activities								

6	Students engage in group discussions to solve problems /tasks.	X	√	X	√	√	√	X	√
7	Students complete individual assignments according to the teacher's instructions.	√	X	√	√	√	√	√	√
8	Students are involved in collaborative projects.	X	√	X	X	√	X	X	√
9	Students engage in inquiry activities (asking questions, searching for information, observing).	X	√	X	√	√	√	√	√
10	Students collaborate with friends in producing products/results.	√	√	X	√	√	√	√	√
Teacher-Student and Student-Student Interactions									
11	Teachers actively interact with students during learning.	X	√	√	√	√	√	√	√
12	Students actively ask questions to teachers.	X	√	X	√	√	√	√	√
13	Students ask and answer questions in groups.	X	√	X	√	√	√	√	√
14	Interaction is two-way (teacher ↔ student, student ↔ student).	X	√	X	√	√	√	√	√
Use of Teaching Media or Moduls									
15	Teachers use printed learning media (teaching modules, worksheets).	√	√	√	√	X	X	X	√
16	Teachers use digital media (video, audio, presentations).	X	X	X	X	√	√	X	X
17	The media used is relevant to the learning objectives.	X	√	√	X	√	√	√	√
18	Media supports the chosen method (e.g.,	√	√	√	X	√	√	√	√

	CLT → media for communication, PjBL → media for projects).								
Reflection and Evaluation of Learning									
19	Teachers evaluate students' work.	X	√	X	√	√	√	√	√
20	The teacher invites students to reflect on their learning (what they have learned, difficulties encountered).	X	√	X	√	√	√	√	√
21	The teacher presented the conclusions of that day's lesson.	X	√	√	√	√	√	√	√

Based on the observation results, it appears that the implementation of teaching methods in public and private schools shows quite striking differences. In public schools, teacher and student activities in the first observation were still very limited, with teachers rarely demonstrating, providing guidance, giving feedback, or involving students in discussions, projects, or inquiries. However, in the second observation, there was a significant improvement, with most aspects beginning to emerge, indicating efforts to improve teaching practices. Meanwhile, in private schools, both in the first and second observations, teacher and student activities were more consistent, ranging from instruction, guidance, motivation, to student involvement in discussions, inquiry, collaboration, and the use of relevant digital media. Additionally, private schools stood out more in terms of reflection, evaluation, and two-way interaction in the classroom. This indicates that teachers in private schools are relatively more prepared and skilled in applying the principles of the Merdeka Curriculum compared to teachers in public schools, whose implementation tends to be more gradual.

5. Barriers faced by Teachers in Implementing Teaching Methods

In this research, a questionnaire was used as a tool to identify and analyze various obstacles faced by English teachers in implementing teaching methods in accordance with the principles of the Merdeka Curriculum. This tool was designed to capture the obstacles experienced by teachers during the implementation of the Merdeka Curriculum in their respective schools, particularly in the practice of English language learning. The questionnaire was designed in a checklist format and included 21 statements grouped into three main factors: internal factors (items 1–4), external factors (items 5–12), and contextual factors (items 13–18). This instrument was distributed to four teachers from four different schools: two from public schools and two from private schools.

Internal factors reflect obstacles arising from teachers' personal readiness, such as understanding of teaching methods, skills in designing activities, and a tendency toward traditional approaches. External factors include obstacles stemming from the institutional environment and availability of resources, such as training, principal support, facilities, and teacher discussion forums. Meanwhile, contextual factors focus on student characteristics and classroom learning dynamics, including student participation, comfort with collaboration, and technological barriers. Although all teachers have generally shown efforts in implementing the Merdeka Curriculum, there are striking differences in the consistency and diversity of methods used. Teachers in private schools tend to be more creative and adaptive in choosing methods and media that support active

learning. This may be influenced by the flexibility of private school management, facility support, and a more progressive learning culture.

Table 4.2 Summary of Questionnaire Score for Barriers to Implementing the Merdeka Curriculum Teaching Method

		Public School		Private School	
No	Statements	SMPN 3	SMPN 4	Insan Madani	Ibnu Sina
Internal Barriers					
1	I do not yet understand the steps involved in PBL, Inquiry, and methods related to the Merdeka Curriculum.	✓	✓	X	X
2	I find it difficult to organize activities that actively involve students and encourage collaboration.	✓	✓	X	X
3	I am not yet accustomed to designing project-based activities or group discussions.	✓	X	X	X
4	I am accustomed to evaluating students using a traditional approach.	✓	X	✓	✓
External Barriers					
5	My school does not yet provide specific training on the Merdeka Curriculum method.	X	✓	X	✓
6	I have never attended a workshop on implementing project-based learning methods.	X	X	X	X
7	I don't have any teaching modules or concrete examples of how to apply the method yet.	✓	X	✓	X
8	I am having difficulty due to the lack of methodological guidance from the Ministry of Education and Culture.	✓	✓	X	X
9	Project-based or digital learning facilities are still very limited.	✓	✓	X	X
10	Learning media does not yet support active or collaborative learning.	✓	✓	X	X
11	I rarely discuss things with my fellow teachers.	✓	✓	X	X
12	There is no teacher forum about the Merdeka Curriculum at school.	✓	✓	✓	✓
Contextual Barriers					

13	Students are less enthusiastic about project-based learning or discussions.	✓	X	✓	X
14	Students are more comfortable working alone	✓	X	✓	✓
15	Not all students have adequate digital devices or connections.	✓	✓	X	X
16	Technology is less effective in digital-based method	✓	✓	✓	✓
17	I have difficulty adapting my methods to the needs of my students.	✓	✓	X	X
18	The method does not fully accommodate students' learning styles.	✓	✓	X	X

Based on the table above, it is evident that teachers in public schools (Smpn 3 and Smpn 4) face more barriers compared to teachers in private schools (Insan Madani and Ibnu Sina). Internal barriers, such as a lack of understanding of the steps involved in PBL, Inquiry, and other Merdeka Curriculum-related methods, as well as difficulties in designing collaborative activities, are more prominent in public schools. Teachers in private schools appear to be better prepared in planning and implementing project-based or group discussion activities, although traditional evaluation methods are still used in some cases.

Furthermore, external and contextual barriers are also more noticeable in public schools, including limited digital facilities, lack of teaching modules, and lower student enthusiasm for project-based learning. This indicates that school support, infrastructure, and student readiness play a crucial role in the effectiveness of implementing Merdeka Curriculum-based teaching methods. In contrast, teachers in private schools are better able to overcome these barriers, resulting in a more optimal implementation of teaching methods in line with the principles of the Merdeka Curriculum.

6. Teachers' perceptions of the Implementation of English Teaching Methods Based on the Merdeka Curriculum

To gain a deeper understanding of teachers' perceptions of the application of English teaching methods in accordance with the principles of the Merdeka Curriculum, the researcher conducted in-depth interviews with four VIII grade English teachers from four different schools that are SMPN 3 and SMPN 4 and two private schools that are SMPIT Insan Madani and SMPIT Ibnu Sina. These interviews aimed to explore teachers' experiences, understanding, attitudes, and intentions in applying active learning methods such as Project-Based Learning (PjBL), Inquiry-Based Learning (IBL), and other strategies recommended in the Merdeka Curriculum.

The interview questions were developed based on three dimensions of perception: cognitive (understanding and knowledge), affective (attitudes and beliefs), and conative (intentions and actions). These three aspects were used to comprehensively analyze how teachers understand and respond to changes in teaching approaches, as well as to what extent they are willing and able to implement them in their daily practices.⁵⁷ The interview data was then presented thematically based on each of these aspects, referencing patterns that emerged from the four interviewees.

⁵⁷ Pri yaadharshini Manickavasagam and Swati S. Surwade, 'Cognitive, Affective and Conative Model for Analysing Higher Education Students', *Asian Journal of Pharmaceutical and Clinical Research*, 10 (2017), 133–36 <<https://doi.org/10.22159/ajpcr.2017.v10s1.19592>>.

a. Cognitive Aspect

Table 4.4 Interview Result Based on Cognitive Aspect

		Public School		Private School	
No	Interview Question	SMPN 3	SMPN 4	SMP IT Insan Madani	SMP IT Ibnu Sina
1	What do you know about PjBL, IBL, and Discovery Learning methods?	Understands the basic concepts, but rarely uses them to their full extent.	Understanding the principle, but sometimes encountering technical difficulties during implementation.	Mastering concepts and practicing them frequently	Understands the principles, but still needs further practical training.
2	What are the distinctive features of the teaching methods in the Merdeka Curriculum compared to previous curricula?	More flexible and student-oriented.	Student-centered, context-based.	Encouraging projects and creativity.	Emphasizing collaborative and communicative activities.
3	How do you apply these methods in your teaching?	Combining straightforward explanations with simple exercises.	A combination of teacher explanations and limited discussion.	Applying PjBL and CLT in real projects.	Utilizing demonstrations and inquiry approaches.
4	Do you tailor your methods to the characteristics of your students?	Yes, but adjusting it takes extra time.	Yes, although it is difficult for all levels of students.	Yes, through balanced grouping.	Yes, by providing personal guidance.

Overall, teachers from private schools (SMP IT Insan Madani and SMP IT Ibnu Sina) demonstrated a deeper understanding of active learning methods promoted by the Merdeka Curriculum. For example, the teacher from SMP IT Insan

Madani reported frequently implementing PjBL and CLT through real projects, while the teacher from SMP IT Ibnu Sina incorporated inquiry-based learning to encourage topic exploration before addressing the core material. Conversely, the teacher from SMPN 4 only applied limited forms of discussion, despite understanding the principles, and the teacher from SMPN 3 displayed only basic knowledge of these methods, mostly gained through short training sessions.

Beyond the main responses, the teacher from SMP IT Insan Madani expressed a critical view, stating that “the Merdeka Curriculum does not differ significantly from previous curricula, except for the terminology.” This reflects a perception that the reform may appear more terminological than substantive. On the other hand, the teacher from SMP IT Ibnu Sina emphasized that the Merdeka Curriculum effectively fosters student engagement and motivates teachers to be more creative.

The teacher from SMPN 3 added that limited facilities significantly hindered the use of technology-based or project-based methods. She explained that using an LCD projector would boost students’ enthusiasm through visuals and videos, followed by group projects, but due to limited availability of LCDs in school, she often resorted to conventional methods. This highlights the essential role of infrastructure in realizing active learning principles.

b. Affective Aspect

Table 4.5 Interview Result Based on Affective Aspect

No	Pertanyaan Wawancara	SMPN 3	SMPN 4	SMP IT Insan Madani	SMP IT Ibnu Sina
5	Is this method effective in improving students' abilities?	Effective, but requires infrastructure support.	Effective when students are actively involved.	Very effective, as seen in student engagement.	Effective, although it requires more preparation time.
6	Do students appear more active and enthusiastic?	Participation is beginning to show, although it is not yet evenly distributed.	Active, but not all students are involved.	Very enthusiastic and participatory.	More active, although still needs guidance.
7	What is your response to student learning outcomes?	There has been an increase, but it has been relatively slow.	Good results for students who study consistently.	Very satisfying, especially in speaking skills.	Improved quite well, but still needs strengthening.
8	Are you satisfied or unsure about the impact?	Quite satisfied, but there are still doubts regarding the distribution of results.	Satisfied, despite time constraints.	Very satisfied with the positive impact seen.	Satisfied, despite ongoing technical challenges.
9	How did you feel when you first learned about this method?	At first, I was confused and worried that I would apply it incorrectly.	Enthusiastic but accompanied by concern.	Feeling happy because it challenges creativity.	Interested, although hesitant at first.
10	Do you feel supported in implementing this method?	Support is still limited, training is needed.	Supported, but still minimal.	Strongly supported by the school.	Supported, despite suboptimal facilities.

Teachers' attitudes toward active teaching methods under the Merdeka Curriculum are generally positive. Teachers from SMP IT Insan Madani and SMP

IT Ibnu Sina demonstrated strong enthusiasm, viewing these approaches as effective for improving students' engagement, creativity, and communication skills. The teacher from SMP IT Ibnu Sina explicitly stated that the curriculum drives teachers to be more creative in designing enjoyable classroom activities. Meanwhile, the teacher from SMPN 4 expressed optimism but noted that the effectiveness depends on student participation and time allocation. The teacher from SMPN 3 supported the philosophy of Merdeka Belajar but admitted uncertainty due to limited resources and experience. These findings suggest that a positive attitude alone does not guarantee consistent implementation without adequate support.

c. Conative Aspect

Table 4.6 Interview Result Based on Conative Aspect

No	Interview Questions	SMPN 3	SMPN 4	SMP IT Insan Madani	SMP IT Ibnu Sina
11	Do you intend to continue applying this method?	Yes, if additional training is provided.	Yes, with the full support of the school.	Yes, because it is in line with the principles of the Merdeka Curriculum.	Yes, because it provides tangible benefits.
12	What is your main reason for continuing to use this method?	To support the achievement of curriculum objectives.	To develop students' skills.	Because it enhances students' creativity and independence.	Because it is relevant to students' communication needs.
13	Do you reflect after applying the method?	Rarely done due to time constraints.	Sometimes performed after evaluation.	Always done at the end of the lesson.	Yes, in the form of personal notes.

No	Interview Questions	SMPN 3	SMPN 4	SMP IT Insan Madani	SMP IT Ibnu Sina
14	How do you assess the success of the methods used?	Based on student assessment results.	Based on the level of student engagement.	Based on the quality of the project and student participation.	Based on class activities and assignment results.
15	Do you have to adapt this method due to constraints?	Yes, due to limited resources and time.	Yes, because the number of students and duration are limited.	Yes, adjusted to the students' abilities.	Yes, to maintain effectiveness in large classes.
16	What form of adaptation is being implemented?	Simplify overly complex activities.	Reduce the number of tasks in a single meeting.	Using digital media for efficiency	Divide the group into smaller groups.

All teachers expressed willingness to continue applying methods aligned with the Merdeka Curriculum, though their readiness varied. Teachers in private schools demonstrated stronger commitment and consistency, regularly conducting reflection and adapting strategies for improvement. For example, the teacher from SMP IT Ibnu Sina emphasized the importance of creating enjoyable classroom activities to maintain student engagement. In contrast, the teacher from SMPN 4 acknowledged that the lack of institutional support and reliance on personal resources hindered sustainability. She reported having to fund classroom materials herself and even using a personal LCD projector, which occasionally disrupted lessons when technical issues arose. Similarly, the teacher from SMPN 3 stated that limited facilities forced her to rely on simpler approaches. These findings indicate that while teachers' intentions are strong, the continuity of these practices depends heavily on institutional support and resource availability.

Overall, the interview results indicate that teachers in private schools demonstrate stronger understanding, attitudes, and commitment to implementing teaching methods aligned with the Merdeka Curriculum compared to teachers in public schools. Teachers from SMP IT Insan Madani and SMP IT Ibnu Sina showed comprehensive knowledge of active learning approaches such as Project-Based Learning (PjBL) and Inquiry-Based Learning (IBL) and confidently applied these methods through creative projects and collaborative discussions. They also believed that these approaches significantly enhanced student engagement and motivation, reinforcing their positive perception of the curriculum's effectiveness.

Conversely, teachers in public schools exhibited limited technical understanding and struggled to consistently implement active learning strategies. Key constraints included insufficient facilities, lack of financial support, and limited training opportunities. For example, the teacher from SMPN 3 admitted difficulty in applying project-based learning due to limited access to LCD projectors and supporting media, while the teacher from SMPN 4 relied on personal funds to provide classroom materials. Consequently, these limitations often led teachers to revert to conventional teaching methods.

From an affective perspective, all teachers expressed generally positive attitudes toward the Merdeka Curriculum, though public school teachers' enthusiasm was tempered by practical challenges. While teachers intended to continue implementing active learning strategies, the sustainability of these practices largely depends on institutional support, availability of resources, and consistent professional development.

B. Discussion

1. The Implementation of English Language Teaching Method under Merdeka Curriculum in Public and Private School

The first research question in this study focused on the implementation of English language teaching methods under the Merdeka Curriculum in public and private schools. Observations in four schools (two public and two private) revealed differences in instructional patterns. Public schools tended to maintain traditional teacher-centered approaches but gradually shifted toward more interactive practices. In contrast, private schools consistently applied communicative, project-based, and media-supported methods.

These differences can be analyzed using Richards and Rodgers' framework, which divides teaching methods into three main components: approach, design, and procedure.⁵⁸ Based on this framework, the discussion is organized into five aspects: teacher activities, student activities, interaction, media usage, and reflection and evaluation.

a. Teacher Activities (Instruction, Demonstration, Guidance)

In public schools, teachers initially relied on verbal explanations and textbook-based assignments. Demonstrations and feedback were limited, resulting

⁵⁸ Klee, Richards, and Rodgers.

in one-way instruction. However, in the second observation, teachers began providing descriptive text examples, guiding group activities, and acknowledging student presentations. This illustrates a transitional stage toward more cooperative learning, which, as Fullan argues, reflects the gradual and adaptive nature of curriculum change.⁵⁹

Teachers in private schools, on the other hand, consistently acted as facilitators. They demonstrated language use through digital or contextual media, guided students individually and in groups, and provided immediate feedback. This practice aligns with Richards and Rodgers' emphasis on the alignment of approach, design, and procedure in achieving communicative competence.⁶⁰ Such consistency is supported by smaller class sizes, institutional flexibility, and strong parental expectations. Hanifah Maulidia et al. also noted that institutional support and managerial flexibility significantly influence the quality of educational services, giving private school teachers more space to innovate.⁶¹

b. Student Activities (Discussion, Assignments, Projects, Inquiry, Collaboration)

In public schools, student activities were initially dominated by individual assignments with little collaboration. However, during the second observation, students began to participate in group discussions, vocabulary inquiries, and collaborative text writing, indicating adaptation to active learning principles promoted by the Merdeka Curriculum.

⁵⁹ Fullan.

⁶⁰ Richards.

⁶¹ Hanifah Maulidia, Nada Gustiani, and Gusmaneli.

Students in private schools were engaged in collaborative projects, role-plays, and inquiry-based tasks from the outset. For instance, they created descriptive texts for group presentations or practiced giving directions through map-based role-plays. These activities reflect theory by Richards, which emphasizes learning through interaction and social engagement.⁶² Baharuddin also found that project-based learning enhances motivation and language performance.⁶³ The active involvement of private school students can also be attributed to parental expectations for more interactive, holistic, and value-integrated learning experiences.

c. Teacher–Student and Student–Student Interactions

Interactions in public schools were largely one-way during the first observation, dominated by teacher explanations with minimal student participation. However, the second observation revealed improvement, as teachers incorporated group discussions and vocabulary Q&A, suggesting a gradual shift toward more communicative practices.

In private schools, interactions were dynamic and multi-directional from the beginning. Teachers circulated the classroom, students asked questions, and peer discussions were lively. According to Richards and Rodgers, interaction is a crucial element of classroom procedures that determines whether communicative competence can be achieved.⁶⁴ Similarly, Hanifah Maulidia et al. observed that smaller class sizes and flexible school management in private institutions create

⁶² Jack C. Richards, *Communicative Language Teaching Paradigm*, Cambridge University Press, 2006, 1.

⁶³ Baharuddin, Ternate, and Utara.

⁶⁴ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, 2002.

more opportunities for intensive and collaborative interactions, while larger public school classes and administrative demands often limit such practices.⁶⁵

d. Media or Teaching Module Usage

In public schools, teaching media was dominated by textbooks and blackboards. By the second observation, worksheets and simple pictures were introduced, though digital media remained minimal. This reflects the limited facilities often encountered in public schools.

Private schools, by contrast, employed a wider variety of media, including PowerPoint, digital templates, and contextual tools such as maps to support project-based and role-play learning. This aligns with the Merdeka Curriculum's emphasis on contextual and technology-supported instruction. Rosa et al. similarly reported that the use of innovative strategies and varied media significantly enhances student engagement and learning effectiveness.⁶⁶ For many parents, the availability of such facilities is one reason for choosing private schools.

e. Reflection and Evaluation

Reflection and evaluation in public schools were initially minimal, limited to homework assignments. In later observations, teachers began introducing simple reflective practices, such as asking students to recall new vocabulary or share their learning experiences. However, reflection was not yet systematically integrated into lessons.

⁶⁵ Hanifah Maulidia, Nada Gustiani, and Gusmaneli.

⁶⁶ Rosa and others.

Private schools consistently embedded formative evaluation and reflection from the beginning. Teachers encouraged students to articulate their learning, provided immediate corrective feedback, and guided them to reflect on challenges they encountered. This practice reflects the Merdeka Curriculum's concept of *assessment as learning*, where evaluation functions not only as measurement but also as an integral part of the learning process.

Overall, the implementation of English teaching methods under the Merdeka Curriculum showed distinct patterns in public and private schools. Private schools consistently applied communicative, project-based, and technology-supported approaches, fostering greater student engagement, collaboration, and reflection. Public schools, meanwhile, were in a transitional stage, gradually shifting from teacher-centered instruction toward more interactive methods, though not yet fully consistent.

These differences should not be interpreted as one school type being superior to the other, but rather as outcomes of different social and institutional contexts. Public schools face challenges such as large class sizes, limited facilities, and heavy administrative demands on teachers. Private schools, on the other hand, benefit from smaller classes, greater institutional flexibility, and stronger parental involvement. As highlighted by Hanifah Maulidia et al., such institutional and parental support plays a significant role in shaping the quality of learning implementation.⁶⁷

⁶⁷ Hanifah Maulidia, Nada Gustiani, and Gusmaneli.

Parental choices also play a crucial role. Parents who choose public schools often consider affordability, accessibility, and the formal status of the institution. Those who opt for private schools prioritize service quality, religious integration, modern facilities, and personalized attention. This indicates that parental expectations are an external factor that significantly influences schools' pedagogical strategies.

From a theoretical perspective, these findings reinforce Richards and Rodgers' assertion that the effectiveness of teaching methods depends on the interplay of approach, design, and procedure within a given context.⁶⁸ They are also consistent with Michael Fullan, which emphasizes the importance of social interaction and collaborative activity in building knowledge. Moreover, curriculum reform is a complex process shaped by teacher readiness, external support, and institutional conditions.⁶⁹

The practical implication is that different strategies are needed to support public and private schools in implementing the Merdeka Curriculum. Public schools require more intensive teacher training, equitable resource provision, and policies that reduce administrative burdens on teachers. Private schools, while serving as examples of good practice in communicative, project-based, and reflective teaching, must also ensure that innovation benefits all students equally.

Understanding these contextual differences enables policymakers, educators, and parents to design more targeted interventions. The goal is to ensure

⁶⁸ Richards.

⁶⁹ Ministry of Education and Culture of, 'Kajian Akademik Kurikulum Merdeka', *Kemendikbud*, 2024, 1–143.

that both public and private schools can provide meaningful, equitable learning experiences in line with the Merdeka Curriculum's principles of learner autonomy, differentiated instruction, and the development of 21st-century competencies.

2. Barriers faced by Teachers in Implementing Teaching Methods

The Merdeka Curriculum emphasizes the need for teachers to move beyond traditional, teacher-centered practices and to adopt innovative, student-centered methods such as Project-Based Learning (PjBL), Inquiry-Based Learning (IBL), collaborative work, and group discussions. These methods are designed to foster critical thinking, creativity, communication, and collaboration, which are considered essential competencies for the 21st century. In practice, however, the transition from conventional teaching models to more student-centered approaches is not a straightforward process. It requires teachers to shift their pedagogical mindset, redesign lesson plans, and integrate new forms of assessment that align with the principles of the Merdeka Curriculum.

Despite the progressive goals of the curriculum, the questionnaire results indicate that the implementation of these methods is not always smooth. Teachers in both public and private schools encounter various challenges that influence the effectiveness of classroom practices. These obstacles are not uniform but differ depending on the institutional context, the resources available, and the socio-cultural backgrounds of the students. To better understand these challenges, this study draws on Fullan's framework, which classifies barriers into internal (related to teacher competence and motivation), external (arising from institutional and

systemic factors), and contextual (linked to student and community conditions). This categorization provides a more comprehensive lens to analyze the barriers faced by teachers in implementing the Merdeka Curriculum.

a. Internal Barriers

Internal barriers stem from teachers' own capacity, beliefs, and motivation. Several teachers in public schools reported difficulties in designing and implementing PjBL or inquiry-based activities. This indicates not only technical limitations but also a lack of pedagogical readiness. As Fullan argues, the success of curriculum implementation depends heavily on teacher capacity; without sufficient understanding, even the most progressive curriculum remains theoretical and cannot be effectively enacted.⁷⁰

This limited readiness often leads teachers to rely on traditional, teacher-centered methods. Psychological comfort also plays a role teachers tend to remain within familiar approaches they perceive as safe rather than risk experimenting with innovative practices. Nur Afifah similarly found that teachers with low confidence often avoid pedagogical innovation, resulting in stagnant classroom practices.⁷¹

Motivation is another internal challenge. Some teachers still rely on summative assessments, despite the Merdeka Curriculum emphasizing *assessment as learning*. This reflects not only technical gaps but also a lack of mindset change. Richards and Rodgers highlight that effective methods require alignment between

⁷⁰ Fullan.

⁷¹ Afifah.

*approach, design, and procedure.*⁷² If teachers continue to use traditional evaluation methods, this alignment is disrupted, making it difficult to realize the goals of the Merdeka Curriculum.

b. External Barriers

External barriers arise from institutional and systemic conditions. Teachers in public schools reported limited facilities for project-based and digital learning, a lack of contextual teaching modules, and insufficient practical training. Institutional support was also found to be weak, including a lack of teacher collaboration forums. Such conditions reflect Fullan's view that systemic weaknesses often undermine teacher innovation, leading to inconsistent curriculum implementation.

School leadership and policies further influence teachers' practices. Teachers working under supportive leadership are more encouraged to apply student-centered methods, while conservative leadership tends to reinforce traditional approaches. Rosa et al. highlight that institutional support and facilities play a vital role in enhancing student engagement in PjBL.⁷³

Administrative workload is another significant barrier. Teachers spend a large amount of time on documentation, reporting, and assessment, leaving little room for creative lesson design. This illustrates a structural contradiction: while policy requires innovation, bureaucracy restricts the time and space for it. Fullan

⁷² Klee, Richards, and Rodgers.

⁷³ Rosa and others.

emphasizes that curriculum reform requires structural adjustments, including reducing unnecessary administrative burdens, so teachers can focus on pedagogy.

c. Contextual Barriers

Contextual barriers are shaped by student characteristics, socio-economic conditions, and family support. Some students showed low enthusiasm for project-based or group activities, preferring to work individually, while others lacked digital literacy or consistent internet access. These conditions limit the effectiveness of technology-supported and collaborative learning envisioned by the Merdeka Curriculum.

Differences in student readiness also require teachers to implement differentiated instruction. However, when class sizes are large and resources limited, individualized support becomes difficult. Richards and Rodgers stress that the effectiveness of methods depends on the classroom context; when student backgrounds are highly diverse, implementation becomes more complex.⁷⁴

Socio-economic inequality further complicates curriculum implementation. Students from underprivileged families often cannot access digital devices or parental support for learning at home. Hanifah Maulidia et al. found that differences in parental involvement and institutional resources significantly contribute to unequal outcomes between public and private schools.

The findings reveal that public school teachers face more complex barriers compared to their private school counterparts. Internal barriers involve competence, psychological readiness, and motivation. External barriers include limited facilities,

⁷⁴ Richards and Renandya.

lack of contextual modules, inadequate training, weak institutional support, and heavy administrative workload. Contextual barriers are related to student readiness, socio-economic conditions, and parental involvement.

These categories are interconnected. A teacher with low confidence (internal) will be even less likely to innovate if facilities and institutional support are lacking (external). Similarly, students' socio-economic disadvantages (contextual) make innovative methods less effective. This interconnectedness supports Fullan's assertion that curriculum implementation is a complex process shaped by multiple interacting factors.

The contrast between public and private schools should not be interpreted as one being superior to the other, but rather as a reflection of differing institutional and social contexts. Public schools often face challenges such as larger class sizes, limited resources, and greater bureaucratic burdens. In contrast, private schools benefit from smaller classes, flexible management, and stronger parental involvement. Parents' choices also play a role: those who select public schools often prioritize cost, accessibility, and formal status, while those who prefer private schools emphasize service quality, religious integration, personalized attention, and modern facilities.

These findings are consistent with previous studies. Nur Afifah emphasized teacher competence and resource availability as key determinants of curriculum success.⁷⁵ Rosa et al. highlighted the importance of facilities and school policies in

⁷⁵ Afifah.

enhancing student engagement.⁷⁶ Hanifah Maulidia et al. demonstrated that parental involvement and institutional capacity create structural advantages for private schools.⁷⁷ Collectively, these studies confirm that the barriers found in Palopo reflect broader trends in Indonesian education.

The practical implication is that strategies must be differentiated between public and private schools. Public schools require intensive teacher training, contextualized modules, digital resources, and reduced administrative burdens. Meanwhile, private schools despite their relative advantages—must ensure equitable access to innovations for all students, including those from less privileged backgrounds.

By addressing these barriers comprehensively, stakeholders including government, schools, teachers, and parents can ensure that the Merdeka Curriculum is implemented not only effectively but also equitably. Overcoming these challenges is essential to achieving the curriculum's goals of fostering communicative competence, critical thinking, and 21st-century skills for all learners.

3. Teachers' perceptions of the Implementation of English Teaching Methods Based on the Merdeka Curriculum

Teachers' perceptions are an important aspect that provides a deep understanding of how the Merdeka Curriculum is implemented in the classroom. As the main actors, teachers play a strategic role in determining the success of

⁷⁶ Rosa and others.

⁷⁷ Hanifah Maulidia, Nada Gustiani, and Gusmaneli.

curriculum implementation, as their understanding, attitudes, and beliefs influence the learning practices carried out. Perceptions not only reflect teachers' knowledge and attitudes but also determine the extent to which they are ready to innovate with the teaching methods required in the Merdeka Curriculum, such as Project-Based Learning, Inquiry-Based Learning, and differentiated instruction. Richards and Rodgers assert that the success of a teaching method is highly influenced by teachers' understanding of the approach, design, and procedure of instruction. Therefore, teachers' perceptions become a key factor in bridging the gap between curriculum ideas and classroom practice.

According to Fishbein and Ajzen, perceptions can be analyzed through three main dimensions: cognitive (what teachers know and understand), affective (what teachers feel in terms of attitudes and emotions), and conative (what teachers tend to do in actual practice).⁷⁸ These three dimensions are interconnected and directly determine the quality of curriculum implementation in schools. In the context of this study, interviews with teachers in public and private schools indicate that their perceptions are shaped not only by personal factors but also by school management support, availability of facilities, parental expectations, and prevailing socio-cultural norms.

a. Cognitif Aspect

In the cognitive dimension, teachers in public schools show a general understanding of the importance of student-centered learning, as emphasized in the Merdeka Curriculum. However, they report difficulties in systematically applying

⁷⁸ Fishbein and Ajzen.

methods such as Project-Based Learning (PjBL), Inquiry-Based Learning (IBL), or differentiated instruction. This is consistent with Nur Afifah, who stated that teachers' limited pedagogical literacy and lack of references are real obstacles.⁷⁹

Conversely, teachers in private schools demonstrate more specific and technical understanding. They can explain the steps of PjBL, collaborative discussions, and integrate digital media into learning activities. These results align with Baharuddin, who found that PjBL enhances students' language skills and learning motivation. Ujang Cepi Barlian et al. also found that differentiated instruction is effective if teachers understand its four main components: content, process, product, and learning environment.⁸⁰ These findings reinforce the argument that teachers' cognitive understanding is directly related to professional readiness and the training support they receive.

b. Affective Aspect

The affective dimension shows variation in teachers' attitudes and emotions toward curriculum implementation. Teachers in public schools often express anxiety due to having to adjust to new methods with large class sizes, limited facilities, and administrative pressures. This reflects Fishbein and Ajzen's assertion that emotional attitudes can hinder behavioral intentions.⁸¹ Nurhayati et al. also report that limited infrastructure and training create psychological burdens for high school teachers in implementing innovative methods.⁸²

⁷⁹ Afifah.

⁸⁰ Barlian and others.

⁸¹ Windiarti and others.

⁸² Nurhayati, Khairunnisa, Suryani Tarigan.

In contrast, teachers in private schools are more enthusiastic and confident because they feel supported by school management and parents' progressive expectations. This aligns with Rosa et al., who found that institutional support and innovative teaching strategies increase student engagement as well as teacher motivation. Ulfa Yuliasari and Fera Dwidarti also found that appropriate learning media contribute to increased teacher and student satisfaction, making teachers' affective aspects more positive.⁸³ Therefore, teachers' attitudes are inseparable from institutional conditions and learning environment support.

c. Conative

The affective dimension shows variation in teachers' attitudes and emotions toward curriculum implementation. Teachers in public schools often express anxiety due to having to adjust to new methods with large class sizes, limited facilities, and administrative pressures. This reflects Fishbein and Ajzen's assertion that emotional attitudes can hinder behavioral intentions. Nurhayati et al. also report that limited infrastructure and training create psychological burdens for high school teachers in implementing innovative methods.

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⁸³ Yuliasari and Dwidarti.

⁸⁴ Rosa and others.

media contribute to increased teacher and student satisfaction, making teachers' affective aspects more positive. Therefore, teachers' attitudes are inseparable from institutional conditions and learning environment support.

Beyond individual factors, teachers' perceptions are also influenced by parental expectations and social norms. Teachers in public schools report that most parents still prioritize academic scores and exams. This pressure makes teachers more cautious in applying new methods.

In contrast, teachers in private schools perceive that parents tend to support more modern and contextual approaches, including the integration of religious or moral values. Research by Hanifah Maulidia et al. and Fajri Islami et al. supports this finding, showing that differences between public and private schools are also related to parental support and the flexibility of the curriculum applied in schools.⁸⁵

Overall, teachers' perceptions of the Merdeka Curriculum implementation reveal a complex dynamic. In the cognitive dimension, private school teachers are more technically prepared than public school teachers. In the affective dimension, private school teachers show more positive attitudes due to management and facility support, while public school teachers often experience anxiety. In the conative dimension, public school teachers remain trapped in traditional practices, whereas private school teachers are more consistent with innovative methods.

However, these differences are not intended to assess private schools as superior but rather to show the variations in institutional, social, and cultural contexts that influence teachers' perceptions. These findings align with the previous

⁸⁵ Islami and others.

studies, which confirm that teacher competence, management support, parental involvement, and facility conditions are key factors in successful curriculum implementation.

The implication is that to improve the quality of Merdeka Curriculum implementation, public schools need continuous training, reduced administrative burdens, and parental engagement programs. Private schools need to ensure equitable access so that all students, without exception, benefit from innovative methods. Using Fishbein and Ajzen's framework, it is clear that teachers' perceptions form the foundation determining curriculum implementation success, as they encompass what teachers understand, feel, and do in their daily practice.

Based on the findings of this study, an important recommendation for the government is to provide continuous expert guidance for both public and private schools in Palopo in implementing the Merdeka Curriculum. This guidance aims to assist teachers and school principals in designing, implementing, and evaluating project-based, inquiry-based, and other active learning methods, thereby addressing internal, external, and contextual barriers identified in the study. With experts monitoring and providing direct support, the gap in teacher competencies between public and private schools can be minimized, the quality of learning can be improved, and the principles of student-centered learning can be applied more consistently. Implementing such guidance not only promotes the successful implementation of the curriculum but also strengthens school capacity systematically, allowing education in Palopo to develop more optimally and sustainably.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

Based on the findings of this study on the implementation of English teaching methods under the Merdeka Curriculum for eighth-grade students in public and private schools in Palopo, several conclusions can be drawn. First, regarding the implementation of teaching methods (Research Question 1), significant variations were observed between public and private schools. Teachers in private schools implemented Project-Based Learning (PjBL), Inquiry-Based Learning (IBL), Cooperative Learning, and demonstration methods more consistently with a student-centered approach, whereas public school teachers tended to rely on teacher-centered methods. This highlights the critical role of teachers as key drivers of curriculum success, in line with Fullan's theory and Richard & Rodgers' pedagogical principles emphasizing teacher competence and readiness.

Second, concerning the barriers in implementing the Merdeka Curriculum (Research Question 2), teachers faced various internal, external, and contextual challenges. Internal barriers included limited understanding of methods, reliance on traditional assessment practices, and psychological readiness, particularly among public school teachers. External barriers related to facilities, teaching modules, teacher training, and institutional support, while contextual barriers were associated with student motivation, technological availability, and socio-cultural factors within the school. These findings indicate that curriculum effectiveness depends not only

on the curriculum document itself but also on teacher readiness, infrastructure, and the learning environment.

Third, regarding teachers' perceptions (Research Question 3), perceptions were found to be a crucial factor in instructional implementation. Private school teachers exhibited positive perceptions and high commitment across cognitive, affective, and conative aspects, enabling more consistent implementation of active learning methods. Public school teachers showed positive affective perceptions but were constrained by limited knowledge and experience, hindering consistent practice. These results align with Fishbein & Ajzen's theory, which emphasizes that teachers' perceptions and attitudes are primary predictors of classroom behavior. This conclusion also differentiates the present study from previous research, which tended to focus on teaching strategies or learning models without directly linking them to teachers' psychological perceptions and implementation barriers.

B. SUGGESTIONS

Based on the research findings, several recommendations can be made. First, for teachers, it is recommended to improve their understanding and skills in applying active learning methods through training, collaboration with colleagues, and continuous reflection. Second, for schools, it is important to provide supporting facilities, teaching modules, and continuous training to support the implementation of the Merdeka Curriculum. Third, for the government, it is recommended to provide regular expert guidance for both public and private schools in Palopo to monitor and guide the effective implementation of the curriculum. This guidance can take the form of professional supervision, continuous training, and the

development of teacher learning communities to ensure that pedagogical innovations are applied optimally. These recommendations aim to improve the quality of the Merdeka Curriculum implementation, ensure the achievement of educational goals, and minimize practice gaps in the field.

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APPENDIX.1

OBSERVATION

Observasi 1 SMPN 3 Palopo

A. Aktivitas Guru (Instruksi, Demonstrasi, Bimbingan)

(Procedure – langkah teknis guru di kelas)

No	Deskripsi Aktivitas	Terlihat (✓) / Tidak Terlihat (X)	Catatan
1	Guru memberikan instruksi yang jelas terkait kegiatan pembelajaran.	✓	Instruksi berupa penjelasan topik “Descriptive Text” secara verbal, tanpa pengkaitan dengan kehidupan nyata siswa.
2	Guru memberikan contoh/contoh model (demonstrasi) sebelum siswa melakukan tugas.	X	Tidak ada demonstrasi, hanya membaca contoh dari buku teks.
3	Guru membimbing siswa selama kegiatan berlangsung.	X	Guru hanya menyampaikan penjelasan, tidak ada pendampingan individual/kelompok.
4	Guru memberikan umpan balik (feedback) langsung terhadap hasil kerja siswa.	X	Tidak ada feedback langsung, hanya memberi tugas individu.
5	Guru memotivasi siswa untuk aktif berpartisipasi.	X	Tidak ada usaha membangkitkan antusiasme siswa.

B. Aktivitas Siswa (Diskusi, Tugas, Proyek, Inquiry, Kolaborasi)

(Procedure + Approach – peran aktif siswa sesuai metode)

No	Deskripsi Aktivitas	Terlihat (✓) / Tidak Terlihat (X)	Catatan
6	Siswa melakukan diskusi kelompok untuk memecahkan masalah/tugas.	X	Tidak ada diskusi kelompok.

No	Deskripsi Aktivitas	Terlihat (✓) / Tidak Terlihat (X)	Catatan
7	Siswa mengerjakan tugas individu sesuai instruksi guru.	✓	Siswa mengerjakan soal latihan dari buku secara individu.
8	Siswa terlibat dalam proyek berbasis kolaborasi.	X	Tidak ada proyek.
9	Siswa melakukan kegiatan inquiry (menanya, mencari informasi, mengamati).	X	Tidak ada aktivitas inquiry.
10	Siswa berkolaborasi dengan teman dalam menghasilkan produk/hasil.	X	Tidak ada kolaborasi.

C. Interaksi Guru–Siswa dan Antar Siswa

(Approach + Procedure – bagaimana interaksi difasilitasi)

No	Deskripsi Aktivitas	Terlihat (✓) / Tidak Terlihat (X)	Catatan
11	Guru aktif berinteraksi dengan siswa selama pembelajaran.	X	Interaksi minim, guru dominan menjelaskan.
12	Siswa aktif bertanya kepada guru.	X	Sangat sedikit siswa bertanya.
13	Siswa saling bertanya dan menjawab dalam kelompok.	X	Tidak ada kerja kelompok.
14	Interaksi berlangsung dua arah (guru ↔ siswa, siswa ↔ siswa).	X	Interaksi satu arah (guru → siswa).

D. Penggunaan Media atau Modul Ajar

(Design + Procedure – pemanfaatan perencanaan dan media)

No	Deskripsi Aktivitas	Terlihat (✓) / Tidak Terlihat (X)	Catatan
15	Guru menggunakan media pembelajaran cetak (modul ajar, lembar kerja).	✓	Guru hanya menggunakan buku teks.
16	Guru menggunakan media digital (video, audio, presentasi).	X	Tidak ada media digital.

No	Deskripsi Aktivitas	Terlihat (✓) /Tidak Terlihat (X)	Catatan
17	Media yang digunakan relevan dengan tujuan pembelajaran.	X	Media terbatas pada buku dan papan tulis, tidak mendukung variasi belajar.
18	Media mendukung metode yang dipilih	✓	Media (buku teks) sesuai untuk metode ceramah, tapi kurang variatif.

E. Refleksi dan Evaluasi Pembelajaran

(Design + Procedure – mengukur pencapaian dan memberikan refleksi)

No	Deskripsi Aktivitas	Terlihat (✓) /Tidak Terlihat (X)	Catatan
19	Guru memberikan evaluasi terhadap hasil kerja siswa.	X	Tidak ada evaluasi langsung di kelas.
20	Guru mengajak siswa melakukan refleksi pembelajaran (apa yang dipelajari, kesulitan yang dihadapi).	X	Tidak ada refleksi.
21	Guru menyampaikan kesimpulan pembelajaran hari itu.	X	Tidak ada kesimpulan, hanya penutupan formal.

OBSERVASI 1 (SMP4)

A. Aktivitas Guru (Instruksi, Demonstrasi, Bimbingan)

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
1	Guru memberikan instruksi yang jelas terkait kegiatan pembelajaran.	✓	Guru menyampaikan tujuan pembelajaran "Procedure Text" dan instruksi menulis teks prosedur secara verbal.
2	Guru memberikan contoh/contoh model (demonstrasi) sebelum siswa melakukan tugas.	✓	Guru menuliskan contoh teks prosedur dari buku (misalnya membuat mie instan) di papan tulis dan menjelaskan strukturnya.
3	Guru membimbing siswa selama kegiatan berlangsung.	X	Tidak ada pendampingan intensif; guru lebih banyak menjelaskan daripada mendampingi siswa satu per satu.

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
4	Guru memberikan umpan balik (feedback) langsung terhadap hasil kerja siswa.	X	Tidak ada evaluasi langsung; tugas dikerjakan di rumah.
5	Guru memotivasi siswa untuk aktif berpartisipasi.	✓	Guru mengajukan pertanyaan pemantik (“pernahkah kalian menjelaskan cara melakukan sesuatu?”) untuk memancing respons.

B. Aktivitas Siswa (Diskusi, Tugas, Proyek, Inquiry, Kolaborasi)

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
6	Siswa melakukan diskusi kelompok untuk memecahkan masalah/tugas.	X	Tidak ada diskusi kelompok.
7	Siswa mengerjakan tugas individu sesuai instruksi guru.	✓	Siswa diminta menulis teks prosedur (PR individu).
8	Siswa terlibat dalam proyek berbasis kolaborasi.	X	Tidak ada proyek.
9	Siswa melakukan kegiatan inquiry (menanya, mencari informasi, mengamati).	X	Hanya menjawab pertanyaan guru, tidak ada eksplorasi mandiri.
10	Siswa berkolaborasi dengan teman dalam menghasilkan produk/hasil.	X	Tidak ada kerja kelompok atau produk bersama.

C. Interaksi Guru–Siswa dan Antar Siswa

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
11	Guru aktif berinteraksi dengan siswa selama pembelajaran.	✓	Guru mengajukan pertanyaan, menunjuk siswa untuk menjawab.
12	Siswa aktif bertanya kepada guru.	X	Hampir tidak ada siswa yang bertanya.
13	Siswa saling bertanya dan menjawab dalam kelompok.	X	Tidak ada interaksi antar siswa.

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
14	Interaksi berlangsung dua arah (guru ↔ siswa, siswa ↔ siswa).	✗	Interaksi Guru siswa ada (terbatas), tetapi tidak antar siswa.

D. Penggunaan Media atau Modul Ajar

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
15	Guru menggunakan media pembelajaran cetak (modul ajar, lembar kerja).	✓	Guru menggunakan buku teks sebagai sumber utama.
16	Guru menggunakan media digital (video, audio, presentasi).	✗	Tidak ada media digital.
17	Media yang digunakan relevan dengan tujuan pembelajaran.	✓	Buku teks dan papan tulis sesuai dengan metode ceramah.
18	Media mendukung metode yang dipilih.	✓	Media sederhana (buku & papan) cukup mendukung ceramah, tapi kurang variatif.

E. Refleksi dan Evaluasi Pembelajaran

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
19	Guru memberikan evaluasi terhadap hasil kerja siswa.	✗	Evaluasi dilakukan hanya lewat PR, tidak ada penilaian langsung.
20	Guru mengajak siswa melakukan refleksi pembelajaran.	✗	Tidak ada refleksi eksplisit terkait kesulitan siswa.
21	Guru menyampaikan kesimpulan pembelajaran hari itu.	✓	Guru menutup dengan meminta siswa menyebut kembali bagian teks prosedur, lalu memberi PR.

Observasi 1 (insan madani)

A. Aktivitas Guru (Instruksi, Demonstrasi, Bimbingan)

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
1	Guru memberikan instruksi yang jelas terkait kegiatan pembelajaran.	✓	Guru menjelaskan tujuan proyek “My Favorite Person” dan prosedur pengerjaan (teks + gambar + presentasi).
2	Guru memberikan contoh/contoh model (demonstrasi) sebelum siswa melakukan tugas.	✓	Guru menampilkan contoh teks deskriptif melalui PowerPoint.
3	Guru membimbing siswa selama kegiatan berlangsung.	✓	Guru berkeliling ke tiap kelompok, memberikan bimbingan dan koreksi seperlunya.
4	Guru memberikan umpan balik (feedback) langsung terhadap hasil kerja siswa.	✓	Guru memberi komentar saat presentasi: isi, struktur, pengucapan.
5	Guru memotivasi siswa untuk aktif berpartisipasi.	✓	Guru memberi pujian, semangat, dan apresiasi pada kelompok yang aktif/kreatif.

B. Aktivitas Siswa (Diskusi, Tugas, Proyek, Inquiry, Kolaborasi)

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
6	Siswa melakukan diskusi kelompok untuk memecahkan masalah/tugas.	✓	Siswa berdiskusi dalam kelompok memilih tokoh favorit dan ide deskripsi.
7	Siswa mengerjakan tugas individu sesuai instruksi guru.	✓	Ada tugas individu lanjutan: menulis deskripsi tentang anggota keluarga.
8	Siswa terlibat dalam proyek berbasis kolaborasi.	✓	Kelompok membuat teks deskriptif bersama dengan gambar/foto dan presentasi.
9	Siswa melakukan kegiatan inquiry (menanya, mencari informasi, mengobservasi).	✓	Siswa mencari informasi/ide tentang tokoh yang dipilih (fisik, sifat, kepribadian).

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
10	Siswa berkolaborasi dengan teman dalam menghasilkan produk/hasil.	✓	Produk kolaborasi: teks + presentasi kelompok.

C. Interaksi Guru–Siswa dan Antar Siswa

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
11	Guru aktif berinteraksi dengan siswa selama pembelajaran.	✓	Guru mendampingi tiap kelompok, memberi arahan dan dorongan.
12	Siswa aktif bertanya kepada guru.	✓	Siswa bertanya tentang kosakata dan struktur teks.
13	Siswa saling bertanya dan menjawab dalam kelompok.	✓	Diskusi kelompok hidup, siswa saling bertukar ide.
14	Interaksi berlangsung dua arah (guru ↔ siswa, siswa ↔ siswa).	✓	Diskusi interaktif dalam kelompok & komunikasi guru ↔ siswa aktif.

D. Penggunaan Media atau Modul Ajar

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
15	Guru menggunakan media pembelajaran cetak (modul ajar, lembar kerja).	X	Template teks deskriptif dibagikan melalui WhatsApp.
16	Guru menggunakan media digital (video, audio, presentasi).	✓	PowerPoint digunakan untuk menampilkan contoh teks.
17	Media yang digunakan relevan dengan tujuan pembelajaran.	✓	Media membantu siswa memahami format teks dan mendukung presentasi.
18	Media mendukung metode yang dipilih.	✓	Media digital dan cetak memfasilitasi kerja proyek.

E. Refleksi dan Evaluasi Pembelajaran

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
19	Guru memberikan evaluasi terhadap hasil kerja siswa.	✓	Evaluasi dilakukan saat presentasi: isi, kreativitas, pengucapan.
20	Guru mengajak siswa melakukan refleksi pembelajaran.	✓	Guru menanyakan: “Apa yang kalian pelajari dari proyek ini?”, lalu siswa menyebut kosakata & percaya diri.
21	Guru menyampaikan kesimpulan pembelajaran hari itu.	✓	Guru menutup dengan motivasi: PjBL membantu siswa lebih kreatif & mandiri.

Observasi 1 (ibnu sina)

A. Aktivitas Guru (Instruksi, Demonstrasi, Bimbingan)

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
1	Guru memberikan instruksi yang jelas terkait kegiatan pembelajaran.	✓	Guru menyampaikan tujuan: belajar memberi arah dalam bahasa Inggris, serta prosedur latihan.
2	Guru memberikan contoh/contoh model (demonstrasi) sebelum siswa melakukan tugas.	✓	Guru menunjukkan contoh memberi arah dengan peta: “Go straight, turn left at the bank.”
3	Guru membimbing siswa selama kegiatan berlangsung.	✓	Guru membimbing siswa saat latihan pengucapan dan praktik menggunakan peta.
4	Guru memberikan umpan balik (feedback) langsung terhadap hasil kerja siswa.	✓	Guru mengoreksi pelafalan, tata bahasa, dan memberi saran saat siswa mencoba.
5	Guru memotivasi siswa untuk aktif berpartisipasi.	✓	Guru memberi pujian bagi siswa yang berani praktik, mendorong siswa lain untuk mencoba.

B. Aktivitas Siswa (Diskusi, Tugas, Proyek, Inquiry, Kolaborasi)

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
6	Siswa melakukan diskusi kelompok untuk memecahkan masalah/tugas.	✗	Tidak ada diskusi kelompok, lebih ke latihan individu/berpasangan.
7	Siswa mengerjakan tugas individu sesuai instruksi guru.	✓	Siswa menirukan kosakata, lalu membuat dialog singkat sesuai arahan.
8	Siswa terlibat dalam proyek berbasis kolaborasi.	✗	Tidak ada proyek jangka panjang.
9	Siswa melakukan kegiatan inquiry (menanya, mencari informasi, mengamati, mengobservasi).	✓	Siswa bertanya arti kosakata, mencoba mengobservasi penggunaan arah di peta.
10	Siswa berkolaborasi dengan teman dalam menghasilkan produk/hasil.	✓	Dalam role-play, siswa bekerja berpasangan untuk membuat dialog.

C. Interaksi Guru–Siswa dan Antar Siswa

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
11	Guru aktif berinteraksi dengan siswa selama pembelajaran.	✓	Guru membimbing setiap latihan, aktif bertanya, dan memberi contoh ulang.
12	Siswa aktif bertanya kepada guru.	✓	Siswa bertanya arti kosakata (“traffic light,” “cross the road”).
13	Siswa saling bertanya dan menjawab dalam kelompok.	✓	Terjadi saat role-play: siswa berperan sebagai penanya dan pemberi arah.
14	Interaksi berlangsung dua arah (guru ↔ siswa, siswa ↔ siswa).	✓	Interaksi terjalin baik melalui tanya jawab dan latihan dialog.

D. Penggunaan Media atau Modul Ajar

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
15	Guru menggunakan media pembelajaran cetak (modul ajar, lembar kerja).	✗	Tidak disebutkan adanya modul cetak khusus.

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
16	Guru menggunakan media digital (video, audio, presentasi).	X	Tidak ada media digital yang digunakan. Hanya menggunakan gambar peta.
17	Media yang digunakan relevan dengan tujuan pembelajaran.	✓	Peta sesuai konteks “giving directions.”
18	Media mendukung metode yang dipilih.	✓	Peta sangat efektif untuk mendukung metode demonstrasi.

E. Refleksi dan Evaluasi Pembelajaran

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
19	Guru memberikan evaluasi terhadap hasil kerja siswa.	✓	Evaluasi melalui latihan praktik: koreksi dialog & pengucapan.
20	Guru mengajak siswa melakukan refleksi pembelajaran.	✓	Guru bertanya: “Apa kosakata baru yang kalian pelajari?”
21	Guru menyampaikan kesimpulan pembelajaran hari itu.	✓	Guru menekankan pentingnya keterampilan memberi arah dalam kehidupan nyata.

Observasi 2 (smp 3)

A. Aktivitas Guru (Instruksi, Demonstrasi, Bimbingan)

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
1	Guru memberikan instruksi yang jelas terkait kegiatan pembelajaran.	✓	Guru menjelaskan tujuan (membuat teks deskriptif), cara kerja kelompok, dan pembagian peran.
2	Guru memberikan contoh/contoh model (demonstrasi) sebelum siswa melakukan tugas.	✓	Guru menunjukkan contoh deskripsi tokoh/figur publik agar siswa paham format teks.

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
3	Guru membimbing siswa selama kegiatan berlangsung.	✓	Guru berkeliling kelompok, memberi arahan, memancing ide dengan pertanyaan.
4	Guru memberikan umpan balik (feedback) langsung terhadap hasil kerja siswa.	✓	Guru mengoreksi isi teks dan cara presentasi tiap kelompok.
5	Guru memotivasi siswa untuk aktif berpartisipasi.	✓	Guru memberi apresiasi pada kelompok yang aktif serta mendorong keterlibatan semua anggota.

B. Aktivitas Siswa (Diskusi, Tugas, Proyek, Inquiry, Kolaborasi)

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
6	Siswa melakukan diskusi kelompok untuk memecahkan masalah/tugas.	✓	Siswa berdiskusi menyusun deskripsi tokoh berdasarkan gambar.
7	Siswa mengerjakan tugas individu sesuai instruksi guru.	✗	Fokus kegiatan lebih ke kerja kelompok, bukan individu.
8	Siswa terlibat dalam proyek berbasis kolaborasi.	✓	Kolaborasi kelompok menghasilkan teks deskriptif sebagai produk.
9	Siswa melakukan kegiatan inquiry (menanya, mencari informasi, mengobservasi).	✓	Siswa bertanya kosa kata baru, mengamati gambar tokoh untuk dideskripsikan.
10	Siswa berkolaborasi dengan teman dalam menghasilkan produk/hasil.	✓	Anggota kelompok bekerja sama menyusun teks, membagi peran (penulis, pembaca, penyaji).

C. Interaksi Guru–Siswa dan Antar Siswa

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
11	Guru aktif berinteraksi dengan siswa selama pembelajaran.	✓	Guru memberi bimbingan saat kelompok diskusi.

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
12	Siswa aktif bertanya kepada guru.	✓	Beberapa siswa bertanya tentang struktur kalimat dan kosakata.
13	Siswa saling bertanya dan menjawab dalam kelompok.	✓	Diskusi internal berjalan, siswa memberi masukan pada teks kelompok.
14	Interaksi berlangsung dua arah (guru ↔ siswa, siswa ↔ siswa).	✓	Terjadi interaksi timbal balik baik dengan guru maupun antar siswa.

D. Penggunaan Media atau Modul Ajar

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
15	Guru menggunakan media pembelajaran cetak (modul ajar, lembar kerja).	✓	Lembar kerja kelompok digunakan untuk menulis teks deskriptif.
16	Guru menggunakan media digital (video, audio, presentasi).	✗	Tidak ada penggunaan media digital selama pembelajaran
17	Media yang digunakan relevan dengan tujuan pembelajaran.	✓	Media (gambar, worksheet) sesuai untuk topik deskripsi orang.
18	Media mendukung metode yang dipilih.	✓	Gambar tokoh mendorong diskusi kelompok sesuai cooperative learning.

E. Refleksi dan Evaluasi Pembelajaran

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
19	Guru memberikan evaluasi terhadap hasil kerja siswa.	✓	Guru memberi penilaian isi teks, tata bahasa, dan presentasi kelompok.
20	Guru mengajak siswa melakukan refleksi pembelajaran.	✓	Guru bertanya: “Apa yang kalian pelajari dari kerja kelompok hari ini?”

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
21	Guru menyampaikan kesimpulan pembelajaran hari itu.	✓	Guru menegaskan pentingnya deskripsi untuk pengenalan & komunikasi sosial.

Observasi 2 (smp 4)

A. Aktivitas Guru (Instruksi, Demonstrasi, Bimbingan)

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
1	Guru memberikan instruksi yang jelas terkait kegiatan pembelajaran.	✓	Guru menjelaskan tujuan (diskusi tentang teks prosedur), pembagian kelompok, dan aturan diskusi.
2	Guru memberikan contoh/contoh model (demonstrasi) sebelum siswa melakukan tugas.	✓	Guru memberi contoh verbal (contoh membuat es teh) sebagai pemantik diskusi, tanpa media visual.
3	Guru membimbing siswa selama kegiatan berlangsung.	✓	Guru berperan sebagai fasilitator, memantau jalannya diskusi dan memberi pertanyaan pemandu.
4	Guru memberikan umpan balik (feedback) langsung terhadap hasil kerja siswa.	✓	Guru memberi tanggapan atas presentasi tiap kelompok dengan pertanyaan dan apresiasi.
5	Guru memotivasi siswa untuk aktif berpartisipasi.	✓	Guru memberi dorongan agar siswa berani berpendapat dalam diskusi.

B. Aktivitas Siswa (Diskusi, Tugas, Proyek, Inquiry, Kolaborasi)

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
6	Siswa melakukan diskusi kelompok untuk memecahkan masalah/tugas.	✓	Siswa mendiskusikan topik prosedur (misalnya cara membuat teh, menyalakan kipas).
7	Siswa mengerjakan tugas individu sesuai instruksi guru.	✓	Setelah diskusi, siswa mendapat tugas individu menulis teks prosedur di rumah.

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
8	Siswa terlibat dalam proyek berbasis kolaborasi.	✗	Kegiatan berbasis proyek tidak muncul, hanya diskusi kelompok.
9	Siswa melakukan kegiatan inquiry (menanya, mencari informasi, mengobservasi).	✓	Siswa menanyakan urutan langkah, saling mengoreksi, dan mencari kesesuaian ide.
10	Siswa berkolaborasi dengan teman dalam menghasilkan produk/hasil.	✓	Hasil diskusi berupa presentasi lisan tentang langkah-langkah prosedur.

C. Interaksi Guru–Siswa dan Antar Siswa

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
11	Guru aktif berinteraksi dengan siswa selama pembelajaran.	✓	Guru memantau diskusi dan memberi arahan singkat.
12	Siswa aktif bertanya kepada guru.	✓	Beberapa siswa bertanya mengenai kosakata dan struktur kalimat.
13	Siswa saling bertanya dan menjawab dalam kelompok.	✓	Diskusi berjalan cukup aktif, siswa memberi masukan ke anggota lain.
14	Interaksi berlangsung dua arah (guru ↔ siswa, siswa ↔ siswa).	✓	Interaksi guru ↔ siswa, dan siswa ↔ siswa, tampak seimbang.

D. Penggunaan Media atau Modul Ajar

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
15	Guru menggunakan media pembelajaran cetak (modul ajar, lembar kerja).	✓	Guru terlihat membuka modul ajar di awal pembelajaran.
16	Guru menggunakan media digital (video, audio, presentasi).	✗	Tidak digunakan.
17	Media yang digunakan relevan dengan tujuan pembelajaran.	✗	Media tidak digunakan, tetapi contoh verbal relevan dengan tujuan.

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
18	Media mendukung metode yang dipilih.	X	Diskusi lebih mengandalkan interaksi verbal, bukan media.

E. Refleksi dan Evaluasi Pembelajaran

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
19	Guru memberikan evaluasi terhadap hasil kerja siswa.	✓	Guru menilai isi presentasi kelompok
20	Guru mengajak siswa melakukan refleksi pembelajaran.	✓	Guru menanyakan: “Apa yang kalian pelajari dari diskusi hari ini?”
21	Guru menyampaikan kesimpulan pembelajaran hari itu.	✓	Guru menegaskan kembali struktur teks prosedur dan pentingnya diskusi.

Observasi 2 (insan madani)

A. Aktivitas Guru (Instruksi, Demonstrasi, Bimbingan)

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
1	Guru memberikan instruksi yang jelas terkait kegiatan pembelajaran.	✓	Guru menjelaskan tujuan (menulis teks deskriptif), langkah kegiatan, dan cara mengikuti demonstrasi.
2	Guru memberikan contoh/contoh model (demonstrasi) sebelum siswa melakukan tugas.	✓	Guru menulis contoh teks deskriptif di papan/slide dengan gambar tokoh terkenal, menjelaskan struktur kalimat langkah demi langkah.
3	Guru membimbing siswa selama kegiatan berlangsung.	✓	Guru mendampingi siswa saat melengkapi kalimat, memberikan arahan dan klarifikasi grammar.
4	Guru memberikan umpan balik (feedback) langsung terhadap hasil kerja siswa.	✓	Guru langsung mengoreksi dan memberi saran ketika siswa salah menyusun kalimat.

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
5	Guru memotivasi siswa untuk aktif berpartisipasi.	✓	Guru memberi pujian pada siswa yang mencoba menyelesaikan kalimat atau menambahkan kosakata.

B. Aktivitas Siswa (Diskusi, Tugas, Proyek, Inquiry, Kolaborasi)

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
6	Siswa melakukan diskusi kelompok untuk memecahkan masalah/tugas.	✓	Siswa berdiskusi berpasangan setelah demonstrasi untuk menyusun deskripsi tokoh pilihan.
7	Siswa mengerjakan tugas individu sesuai instruksi guru.	✓	Siswa diminta menulis deskripsi individu (teman sebangku) sebagai tugas rumah.
8	Siswa terlibat dalam proyek berbasis kolaborasi.	X	Tidak ada proyek jangka panjang, hanya latihan deskripsi berbasis demonstrasi.
9	Siswa melakukan kegiatan inquiry (menanya, mencari informasi, mengobservasi).	✓	Siswa menanyakan kosakata, mencari sinonim/adjektiva, dan mengobservasi contoh teks di slide.
10	Siswa berkolaborasi dengan teman dalam menghasilkan produk/hasil.	✓	Siswa bekerja sama dalam pasangan untuk menyusun kalimat deskriptif dari gambar yang diberikan.

C. Interaksi Guru–Siswa dan Antar Siswa

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
11	Guru aktif berinteraksi dengan siswa selama pembelajaran.	✓	Guru sering berinteraksi dengan siswa saat melengkapi teks deskriptif.
12	Siswa aktif bertanya kepada guru.	✓	Beberapa siswa bertanya arti kosakata baru dan struktur kalimat.
13	Siswa saling bertanya dan menjawab dalam kelompok.	✓	Terjadi tanya jawab antar siswa saat latihan berpasangan.

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
14	Interaksi berlangsung dua arah (guru ↔ siswa, siswa ↔ siswa).	✓	Interaksi dua arah terlihat jelas baik saat demonstrasi maupun latihan.

D. Penggunaan Media atau Modul Ajar

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
15	Guru menggunakan media pembelajaran cetak (modul ajar, lembar kerja).	X	Modul cetak tidak digunakan secara eksplisit.
16	Guru menggunakan media digital (video, audio, presentasi).	✓	PowerPoint dengan gambar tokoh, contoh teks, dan tabel kosakata digunakan.
17	Media yang digunakan relevan dengan tujuan pembelajaran.	✓	Gambar orang, kosakata, dan contoh teks mendukung tujuan menulis deskriptif.
18	Media mendukung metode yang dipilih.	✓	Media visual (gambar, teks) sangat mendukung metode demonstrasi.

E. Refleksi dan Evaluasi Pembelajaran

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
19	Guru memberikan evaluasi terhadap hasil kerja siswa.	✓	Guru menilai hasil latihan deskriptif siswa (baik lisan maupun tulisan).
20	Guru mengajak siswa melakukan refleksi pembelajaran.	✓	Guru menanyakan apa yang baru dipelajari tentang teks deskriptif.
21	Guru menyampaikan kesimpulan pembelajaran hari itu.	✓	Guru menekankan kembali struktur teks deskriptif dan pentingnya penggunaan adjektiva.

Observasi 2 (ibnu sina)

A. Aktivitas Guru (Instruksi, Demonstrasi, Bimbingan)

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
1	Guru memberikan instruksi yang jelas terkait kegiatan pembelajaran.	✓	Guru menjelaskan tujuan (membuat dialog memberi arah) dan tahapan inquiry.
2	Guru memberikan contoh/contoh model (demonstrasi) sebelum siswa melakukan tugas.	✗	Guru hanya memberi contoh dialog sebagai stimulus, bukan demonstrasi penuh.
3	Guru membimbing siswa selama kegiatan berlangsung.	✓	Guru memfasilitasi diskusi kelompok dengan pertanyaan pemantik (“What do you notice about the structure?”).
4	Guru memberikan umpan balik (feedback) langsung terhadap hasil kerja siswa.	✓	Guru memberi koreksi saat presentasi dialog kelompok.
5	Guru memotivasi siswa untuk aktif berpartisipasi.	✓	Guru memberi apresiasi atas ide kreatif siswa.

B. Aktivitas Siswa (Diskusi, Tugas, Proyek, Inquiry, Kolaborasi)

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
6	Siswa melakukan diskusi kelompok untuk memecahkan masalah/tugas.	✓	Siswa menganalisis contoh dialog dan peta bersama kelompok.
7	Siswa mengerjakan tugas individu sesuai instruksi guru.	✓	Siswa membuat dialog individu (PR: skenario di mall).
8	Siswa terlibat dalam proyek berbasis kolaborasi.	✓	Siswa merancang role-play kelompok memberi arah berdasarkan peta.
9	Siswa melakukan kegiatan inquiry (menanya, mencari informasi, mengobservasi).	✓	Siswa bertanya perbedaan “turn left” vs “go left”, mengobservasi pola dalam dialog.
10	Siswa berkolaborasi dengan teman dalam menghasilkan produk/hasil.	✓	Siswa menghasilkan dialog kelompok lalu menampilkannya.

C. Interaksi Guru–Siswa dan Antar Siswa

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
11	Guru aktif berinteraksi dengan siswa selama pembelajaran.	✓	Guru keliling saat diskusi kelompok dan memberi arahan.
12	Siswa aktif bertanya kepada guru.	✓	Beberapa siswa bertanya soal kosakata dan struktur kalimat.
13	Siswa saling bertanya dan menjawab dalam kelompok.	✓	Diskusi berjalan dinamis, siswa saling memberi pendapat.
14	Interaksi berlangsung dua arah (guru ↔ siswa, siswa ↔ siswa).	✓	Terlihat interaksi guru–siswa saat refleksi, dan antar siswa saat role-play.

D. Penggunaan Media atau Modul Ajar

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
15	Guru menggunakan media pembelajaran cetak (modul ajar, lembar kerja).	✓	Terlihat guru memegang modul ajar.
16	Guru menggunakan media digital (video, audio, presentasi).	✗	LCD terlihat dikelas, namun tidak digunaka.
17	Media yang digunakan relevan dengan tujuan pembelajaran.	✓	Peta kota & daftar landmark sesuai dengan kebutuhan komunikasi.
18	Media mendukung metode yang dipilih.	✓	Peta sebagai problem nyata mendukung inquiry (problem-based scenario).

E. Refleksi dan Evaluasi Pembelajaran

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
19	Guru memberikan evaluasi terhadap hasil kerja siswa.	✓	Evaluasi dilakukan saat kelompok presentasi dan saat diskusi kelas.

No	Deskripsi Aktivitas	Terlihat (✓)	Catatan
20	Guru mengajak siswa melakukan refleksi pembelajaran.	✓	Guru menanyakan “What did you learn?” → siswa menyebut variasi kosakata baru.
21	Guru menyampaikan kesimpulan pembelajaran hari itu.	✓	Guru menekankan pola kalimat arah (“turn left,” “across from,” “next to”).

APPENDIX.2

QUESTIONNAIRE

1. SMPN 3

Questionnaire

Nama :
 Jenis Kelamin : (Laki-laki / Perempuan)
 Usia :
 Nama Sekolah :
 Jenis Sekolah : (Swasta/Negeri)
 Lama Mengajar :

Petunjuk: Silakan berikan tanda centang (✓) pada kolom yang sesuai dengan pendapat Anda mengenai pernyataan berikut ini.

No	Pernyataan	Iya	Tidak
A. Kendala Internal			
1	Saya belum memahami langkah-langkah metode PBL, Inquiry dan metode terkait kurikulum merdeka lainnya dengan baik.	✓	
2	Saya merasa kesulitan menyusun kegiatan yang melibatkan siswa secara aktif dan kolaboratif.	✓	
3	Saya belum terbiasa merancang aktivitas berbasis proyek atau diskusi kelompok.	✓	
4	Saya terbiasa mengevaluasi siswa dengan pendekatan tradisional seperti memberikan pertanyaan di papan tulis.	✓	
B. Kendala Eksternal			
5	Sekolah saya belum menyediakan pelatihan khusus tentang metode Kurikulum Merdeka.		✓
6	Saya belum pernah mengikuti workshop implementasi metode pembelajaran berbasis proyek.		✓
7	Saya belum memiliki modul ajar atau contoh konkret penerapan metode yang sesuai kurikulum merdeka.	✓	
8	Saya merasa kesulitan karena kurangnya panduan langkah-langkah metode dari Kemendikbud.	✓	
9	Fasilitas pendukung untuk pembelajaran berbasis digital atau proyek masih sangat terbatas.	✓	

No	Pernyataan	Iya	Tidak
10	Media belajar yang tersedia belum mendukung pembelajaran aktif atau kolaboratif.	✓	
11	Saya jarang berdiskusi atau berbagi praktik metode pengajaran dengan rekan sejawat.	✓	
12	Tidak ada forum guru di sekolah yang membahas implementasi metode Kurikulum Merdeka.	✓	
C. Kendala Kontekstual			
13	Siswa terkadang tampak kurang antusias mengikuti pembelajaran berbasis proyek atau diskusi.	✓	
14	Sebagian siswa lebih nyaman bekerja sendiri dibandingkan secara kolaboratif.	✓	
15	Tidak semua siswa memiliki perangkat atau koneksi yang memadai untuk pembelajaran digital.	✓	
16	Keterbatasan teknologi membuat penerapan metode berbasis media digital menjadi kurang efektif.	✓	
17	Saya merasa sulit menyesuaikan metode pembelajaran dengan kebutuhan belajar siswa yang beragam.	✓	
18	Metode yang saya gunakan belum sepenuhnya mengakomodasi perbedaan gaya belajar siswa.	✓	

2. SMPN 4

No	Pernyataan	Iya	Tidak
A. Kendala Internal			
1	Saya belum memahami langkah-langkah metode PBL, Inquiry dan metode terkait kurikulum merdeka lainnya dengan baik.	✓	
2	Saya merasa kesulitan menyusun kegiatan yang melibatkan siswa secara aktif dan kolaboratif.	✓	
3	Saya belum terbiasa merancang aktivitas berbasis proyek atau diskusi kelompok.		✓
4	Saya terbiasa mengevaluasi siswa dengan pendekatan tradisional seperti memberikan pertanyaan di papan tulis.		✓

No	Pernyataan	Iya	Tidak
B. Kendala Eksternal			
5	Sekolah saya belum menyediakan pelatihan khusus tentang metode Kurikulum Merdeka.	✓	
6	Saya belum pernah mengikuti workshop implementasi metode pembelajaran berbasis proyek.		✓
7	Saya belum memiliki modul ajar atau contoh konkret penerapan metode yang sesuai kurikulum merdeka.		✓
8	Saya merasa kesulitan karena kurangnya panduan langkah-langkah metode dari Kemendikbud.	✓	
9	Fasilitas pendukung untuk pembelajaran berbasis digital atau proyek masih sangat terbatas.	✓	
10	Media belajar yang tersedia belum mendukung pembelajaran aktif atau kolaboratif.	✓	
11	Saya jarang berdiskusi atau berbagi praktik metode pengajaran dengan rekan sejawat.	✓	
12	Tidak ada forum guru di sekolah yang membahas implementasi metode Kurikulum Merdeka.	✓	
C. Kendala Kontekstual			
13	Siswa terkadang tampak kurang antusias mengikuti pembelajaran berbasis proyek atau diskusi.		✓
14	Sebagian siswa lebih nyaman bekerja sendiri dibandingkan secara kolaboratif.		✓
15	Tidak semua siswa memiliki perangkat atau koneksi yang memadai untuk pembelajaran digital.	✓	
16	Keterbatasan teknologi membuat penerapan metode berbasis media digital menjadi kurang efektif.	✓	
17	Saya merasa sulit menyesuaikan metode pembelajaran dengan kebutuhan belajar siswa yang beragam.	✓	
18	Metode yang saya gunakan belum sepenuhnya mengakomodasi perbedaan gaya belajar siswa.	✓	

3. SMPIT Insan Madani

No	Pernyataan	Iya	Tidak
A. Kendala Internal			
1	Saya belum memahami langkah-langkah metode PBL, Inquiry dan metode terkait kurikulum merdeka lainnya dengan baik.		✓
2	Saya merasa kesulitan menyusun kegiatan yang melibatkan siswa secara aktif dan kolaboratif.		✓
3	Saya belum terbiasa merancang aktivitas berbasis proyek atau diskusi kelompok.		✓
4	Saya terbiasa mengevaluasi siswa dengan pendekatan tradisional seperti memberikan pertanyaan di papan tulis.	✓	
B. Kendala Eksternal			
5	Sekolah saya belum menyediakan pelatihan khusus tentang metode Kurikulum Merdeka.		✓
6	Saya belum pernah mengikuti workshop implementasi metode pembelajaran berbasis proyek.		✓
7	Saya belum memiliki modul ajar atau contoh konkret penerapan metode yang sesuai kurikulum merdeka.	✓	
8	Saya merasa kesulitan karena kurangnya panduan langkah-langkah metode dari Kemendikbud.		✓
9	Fasilitas pendukung untuk pembelajaran berbasis digital atau proyek masih sangat terbatas.		✓
10	Media belajar yang tersedia belum mendukung pembelajaran aktif atau kolaboratif.		✓
11	Saya jarang berdiskusi atau berbagi praktik metode pengajaran dengan rekan sejawat.		✓
12	Tidak ada forum guru di sekolah yang membahas implementasi metode Kurikulum Merdeka.	✓	
C. Kendala Kontekstual			
13	Siswa terkadang tampak kurang antusias mengikuti pembelajaran berbasis proyek atau diskusi.	✓	

No	Pernyataan	Iya	Tidak
14	Sebagian siswa lebih nyaman bekerja sendiri dibandingkan secara kolaboratif.	✓	
15	Tidak semua siswa memiliki perangkat atau koneksi yang memadai untuk pembelajaran digital.		✓
16	Keterbatasan teknologi membuat penerapan metode berbasis media digital menjadi kurang efektif.	✓	
17	Saya merasa sulit menyesuaikan metode pembelajaran dengan kebutuhan belajar siswa yang beragam.		✓
18	Metode yang saya gunakan belum sepenuhnya mengakomodasi perbedaan gaya belajar siswa.		✓

4. SMPIT Ibnu Sina

No	Pernyataan	Iya	Tidak
A. Kendala Internal			
1	Saya belum memahami langkah-langkah metode PBL, Inquiry dan metode terkait kurikulum merdeka lainnya dengan baik.		✓
2	Saya merasa kesulitan menyusun kegiatan yang melibatkan siswa secara aktif dan kolaboratif.		✓
3	Saya belum terbiasa merancang aktivitas berbasis proyek atau diskusi kelompok.		✓
4	Saya terbiasa mengevaluasi siswa dengan pendekatan tradisional seperti memberikan pertanyaan di papan tulis.	✓	
B. Kendala Eksternal			
5	Sekolah saya belum menyediakan pelatihan khusus tentang metode Kurikulum Merdeka.	✓	
6	Saya belum pernah mengikuti workshop implementasi metode pembelajaran berbasis proyek.		✓
7	Saya belum memiliki modul ajar atau contoh konkret penerapan metode yang sesuai kurikulum merdeka.		✓
8	Saya merasa kesulitan karena kurangnya panduan langkah-langkah metode dari Kemendikbud.		✓

No	Pernyataan	Iya	Tidak
9	Fasilitas pendukung untuk pembelajaran berbasis digital atau proyek masih sangat terbatas.		✓
10	Media belajar yang tersedia belum mendukung pembelajaran aktif atau kolaboratif.		✓
11	Saya jarang berdiskusi atau berbagi praktik metode pengajaran dengan rekan sejawat.		✓
12	Tidak ada forum guru di sekolah yang membahas implementasi metode Kurikulum Merdeka.	✓	
C. Kendala Kontekstual			
13	Siswa terkadang tampak kurang antusias mengikuti pembelajaran berbasis proyek atau diskusi.		✓
14	Sebagian siswa lebih nyaman bekerja sendiri dibandingkan secara kolaboratif.	✓	
15	Tidak semua siswa memiliki perangkat atau koneksi yang memadai untuk pembelajaran digital.		✓
16	Keterbatasan teknologi membuat penerapan metode berbasis media digital menjadi kurang efektif.	✓	
17	Saya merasa sulit menyesuaikan metode pembelajaran dengan kebutuhan belajar siswa yang beragam.		✓
18	Metode yang saya gunakan belum sepenuhnya mengakomodasi perbedaan gaya belajar siswa.		✓

APPENDIX.3

INTERVIEW

Interview with Teacher of SMPN 3 Palopo

Date/Time :

Cognitive

- I : Apa yang Anda ketahui tentang metode seperti PBL, IBL, dan Discovery Learning?
- T : “Saya pernah mendengar dan sedikit membaca tentang PBL dan IBL, tapi secara praktik saya belum terlalu paham. Saya lebih sering menggunakan ceramah dan latihan soal.”
- I : Apa ciri khas metode pengajaran dalam Kurikulum Merdeka menurut Anda?
- T : “Lebih fleksibel dan menyesuaikan dengan kebutuhan siswa, tidak kaku seperti kurikulum sebelumnya.”
- I : Bagaimana Anda menerapkannya di kelas?
- T : “Saya masih kesulitan, tapi pernah mencoba tugas proyek sederhana. Biasanya saya beri pertanyaan terbuka agar siswa berpikir lebih mandiri.”
- I : Apakah Anda menyesuaikan metode dengan karakteristik siswa?
- T : “Ya, saya berusaha, tapi siswa saya cenderung pasif, jadi masih banyak dibimbing.”
- I : Pernahkah Anda menggunakan metode lokal seperti Tudang Sipulung?
- T : “Belum, tapi saya tertarik mencoba karena cocok dengan budaya diskusi.”

Affective

- I : Apakah PBL dan IBL efektif menurut Anda?
- T : “Saya yakin bisa efektif, tapi perlu kesiapan dari guru dan siswa.”
- I : Bagaimana respons siswa Anda?
- T : “Awalnya bingung, tapi mereka senang jika diberi kesempatan menyampaikan pendapat.”
- I : Bagaimana hasil belajar siswa?
- T : “Belum terlalu tampak peningkatan signifikan, karena saya juga belum rutin menerapkannya.”

- I : Apakah Anda puas?
- T : “Masih ragu, karena penerapan saya belum maksimal.”
- I : Bagaimana perasaan Anda saat pertama kali diperkenalkan metode ini?
- T : “Saya antusias tapi juga bingung harus mulai dari mana.”
- I : Apakah Anda merasa didukung?
- T : “Jujur saja, belum. Saya belajar mandiri tanpa pelatihan yang cukup.”

Conative

- I : Apakah Anda akan terus menggunakan metode ini?
- T : “Saya berniat, tapi butuh lebih banyak bimbingan.”
- I : Apa alasannya?
- T : “Karena saya ingin siswa saya aktif dan percaya diri.”
- I : Apakah Anda melakukan refleksi?
- T : “Kadang, kalau ada waktu.”
- I : Bagaimana Anda menilai keberhasilan metode?
- T : “Kalau siswa aktif dan menjawab, saya anggap berhasil.”
- I : Apakah Anda harus mengadaptasi metode?
- T : “Iya, karena keterbatasan waktu dan perangkat.”
- I : Apa bentuk adaptasinya?
- T : “Saya menyederhanakan tugas dan lebih banyak diskusi kelas kecil.”

Interview with Teacher of SMPN 4 Palopo

Date/Time :

Cognitive

- I : Apa yang Anda ketahui tentang metode pengajaran seperti Project-Based Learning, Inquiry-Based Learning, dan Discovery Learning dalam konteks Kurikulum Merdeka?
- T : “Saya mengetahui bahwa metode-metode tersebut mendorong siswa untuk lebih aktif mencari tahu dan belajar secara mandiri. Project-Based Learning biasanya dilakukan dalam bentuk tugas kelompok atau produk yang bisa ditampilkan. Inquiry Learning juga mengarahkan siswa untuk menggali informasi sendiri. Saya belum terlalu dalam menerapkannya, tapi saya sudah mengikuti beberapa pelatihan daring.”
- I : Menurut Anda, apa ciri khas metode pengajaran dalam Kurikulum Merdeka dibandingkan metode sebelumnya?
- T : “Metode dalam Kurikulum Merdeka lebih fleksibel dan memberi kebebasan bagi guru dan siswa. Kita tidak terlalu terikat pada urutan materi, melainkan bisa menyesuaikan dengan kondisi siswa.”
- I : Bagaimana Anda menerapkan metode-metode tersebut saat mengajar Bahasa Inggris di kelas?
- T : “Saya mencoba mengintegrasikan diskusi dan tugas kelompok saat mengajarkan materi seperti descriptive text dan procedure text. Saya juga pernah memberi proyek membuat poster dalam Bahasa Inggris.”
- I : Apakah Anda menyesuaikan metode tersebut dengan karakteristik siswa Anda? Bagaimana caranya?
- T : “Iya. Karena kemampuan siswa berbeda-beda, biasanya saya buat kelompok yang heterogen dan memberi instruksi bertahap agar semua bisa terlibat. Saya juga beri contoh dulu sebelum mereka mengerjakan.”
- I : Apakah Anda pernah menggunakan metode seperti diskusi kolaboratif khas lokal (Tudang Sipulung) dalam mengajar Bahasa Inggris? Bagaimana Anda memodifikasinya agar sesuai dengan kurikulum?
- T : “Belum secara khusus, tapi saya pernah mengajak siswa berdiskusi duduk melingkar untuk saling menyampaikan ide. Saya rasa pendekatan seperti itu cocok dan bisa disesuaikan dengan diskusi tematik dalam Bahasa Inggris.”

Affective

- I : Menurut Anda, apakah metode pengajaran seperti PBL dan Inquiry Learning efektif meningkatkan kemampuan siswa dalam berbahasa Inggris?
- T : “Saya yakin efektif, apalagi kalau dilaksanakan secara konsisten. Tapi memang butuh waktu dan persiapan yang baik agar siswa bisa terlibat.”
- I : Apakah siswa Anda terlihat lebih aktif, antusias, atau memahami materi lebih baik dengan metode tersebut?
- T : “Pada materi tertentu, siswa memang lebih semangat, terutama saat ada kegiatan atau produk yang bisa dipresentasikan. Tapi tidak semua siswa langsung aktif, ada yang masih malu-malu.”
- I : Bagaimana tanggapan Anda terhadap hasil belajar siswa setelah Anda menerapkan metode-metode tersebut?
- T : “Beberapa siswa menunjukkan pemahaman yang lebih baik, terutama dalam kosakata dan struktur kalimat. Tapi saya juga masih melihat perbedaan hasil antar siswa.”
- I : Apakah Anda merasa puas atau justru masih ragu terhadap dampaknya? Jelaskan.
- T : “Saya cukup puas, tapi tetap merasa perlu evaluasi dan perbaikan. Karena tidak semua kegiatan berjalan lancar, apalagi kalau waktunya terbatas.”
- I : Bagaimana perasaan Anda ketika pertama kali diperkenalkan dengan metode-metode baru dalam Kurikulum Merdeka?
- T : “Awalnya bingung, karena banyak istilah dan pendekatan yang belum familiar. Tapi setelah membaca dan ikut webinar, saya mulai memahami sedikit demi sedikit.”
- I : Apakah Anda merasa didukung dalam memahami dan menerapkannya, atau justru bingung dan terbebani?
- T : “Saya merasa terbantu dengan adanya pelatihan dari MGMP dan komunitas guru. Tapi tetap masih banyak hal yang harus saya pelajari sendiri. Jadi kadang merasa terbebani juga karena harus belajar sambil mengajar.”

Conative

- I : Apakah Anda berniat melanjutkan penerapan metode-metode pengajaran tersebut meskipun tidak diwajibkan?
- T : “Iya, saya berniat melanjutkan karena metode ini memberikan variasi dan membuat siswa lebih aktif.”
- I : Apa alasan utama Anda untuk tetap atau tidak tetap menggunakan metode tersebut?
- T : “Alasannya karena saya ingin pembelajaran lebih hidup, dan siswa tidak hanya bergantung pada buku atau guru.”
- I : Apakah Anda biasa melakukan refleksi atau evaluasi setelah menerapkan suatu metode pengajaran?
- T : “Iya, biasanya saya mengevaluasi dengan melihat keterlibatan siswa dan hasil tugas mereka.”
- I : Jika iya, bagaimana Anda menilai keberhasilan atau kekurangan metode yang Anda gunakan?
- T : “Saya lihat dari apakah siswa bisa menjelaskan kembali materi, aktif saat diskusi, dan apakah mereka senang dengan kegiatan yang dilakukan. Kalau mereka pasif, saya pertimbangkan untuk ubah metode.”
- I : Apakah Anda harus mengadaptasi metode pengajaran tersebut karena kendala tertentu, seperti fasilitas, waktu, atau kemampuan siswa?
- T : “Iya, terutama karena waktu di kelas terbatas dan tidak semua siswa punya akses ke internet atau perangkat.”
- I : Apa bentuk adaptasi yang Anda lakukan?
- T : “Saya sederhanakan proyeknya, tidak perlu berbasis teknologi tinggi. Misalnya cukup membuat poster atau dialog pendek yang bisa dibaca bersama di depan kelas.”

Interview with Teacher of SMPIT Insan Madani

Date/Time :

Cognitive

I : Apa yang Anda ketahui tentang metode pengajaran seperti Project-Based Learning, Inquiry-Based Learning, dan Discovery Learning dalam konteks Kurikulum Merdeka?

T : “Saya cukup familiar dengan metode-metode tersebut, karena sekolah kami memang mendorong penerapan pendekatan pembelajaran aktif. PBL kami terapkan dalam bentuk proyek mingguan atau bulanan, misalnya siswa membuat video percakapan atau membuat booklet dalam Bahasa Inggris. IBL saya pakai untuk mendorong siswa bertanya, mengeksplorasi topik, lalu menyajikan temuannya.”

I : Menurut Anda, apa ciri khas metode pengajaran dalam Kurikulum Merdeka dibandingkan metode sebelumnya?

T : “Yang paling menonjol adalah fleksibilitas dan penekanan pada karakter siswa. Saya tidak lagi terpaku pada urutan materi atau ujian, tapi lebih kepada proses dan perkembangan kompetensi siswa. Guru diberi ruang untuk berinovasi.”

I : Bagaimana Anda menerapkan metode-metode tersebut saat mengajar Bahasa Inggris di kelas?

T : “Saya integrasikan ke dalam proyek tematik. Misalnya saat mengajar procedure text, siswa saya ajak membuat video tutorial dalam Bahasa Inggris. Saat descriptive text, mereka membuat brosur tempat wisata lokal. Semua berbasis aktivitas dan siswa aktif.”

I : Apakah Anda menyesuaikan metode tersebut dengan karakteristik siswa Anda? Bagaimana caranya?

T : “Tentu. Saya gunakan format berbeda untuk siswa visual dan kinestetik. Saya juga siapkan rubrik yang fleksibel, jadi siswa bisa memilih jenis tugas yang sesuai dengan minat mereka, seperti menggambar, membuat slide, atau rekaman suara.”

I : Apakah Anda pernah menggunakan metode seperti diskusi kolaboratif khas lokal (Tudang Sipulung) dalam mengajar Bahasa Inggris? Bagaimana Anda memodifikasinya agar sesuai dengan kurikulum?

T : “Pernah. Di sini kami memodifikasi Tudang Sipulung menjadi diskusi reflektif mingguan, di mana siswa duduk melingkar dan saling menyampaikan pendapat atau menyampaikan hasil belajarnya. Topiknya dikaitkan dengan tema pelajaran, dan diskusinya tetap dalam Bahasa Inggris.”

Affective

- I : Menurut Anda, apakah metode pengajaran seperti PBL dan Inquiry Learning efektif meningkatkan kemampuan siswa dalam berbahasa Inggris?
- T : “Sangat efektif. Siswa jadi lebih berani berbicara dan menulis karena merasa memiliki konteks nyata dalam pembelajaran. Mereka tidak hanya menghafal, tapi memahami.”
- I : Apakah siswa Anda terlihat lebih aktif, antusias, atau memahami materi lebih baik dengan metode tersebut?
- T : “Ya, siswa kami sangat antusias. Mereka terbiasa bekerja kelompok dan berpresentasi. Kelas jadi lebih hidup dan tidak monoton.”
- I : Bagaimana tanggapan Anda terhadap hasil belajar siswa setelah Anda menerapkan metode-metode tersebut?
- T : “Hasilnya terlihat dalam keaktifan mereka saat berbicara dan menyampaikan ide. Bahkan siswa yang dulunya pemalu kini bisa menyampaikan pendapat dengan percaya diri. Nilai mereka juga menunjukkan peningkatan dalam aspek keterampilan berbahasa.”
- I : Apakah Anda merasa puas atau justru masih ragu terhadap dampaknya? Jelaskan.
- T : “Saya merasa sangat puas, karena metode ini membuat siswa lebih dekat dengan materi dan meningkatkan soft skill mereka.”
- I : Bagaimana perasaan Anda ketika pertama kali diperkenalkan dengan metode-metode baru dalam Kurikulum Merdeka?
- T : “Saya tertarik dan senang karena sesuai dengan pendekatan pembelajaran yang sudah kami mulai sebelumnya. Jadi Kurikulum Merdeka malah memperkuat arah pembelajaran kami.”
- I : Apakah Anda merasa didukung dalam memahami dan menerapkannya, atau justru bingung dan terbebani?
- T : “Saya merasa didukung, karena sekolah memfasilitasi pelatihan internal dan diskusi antar guru. Kami juga saling berbagi strategi antar mata pelajaran.”

Conative

- I : Apakah Anda berniat melanjutkan penerapan metode-metode pengajaran tersebut meskipun tidak diwajibkan?
- T : “Tentu. Ini sudah menjadi bagian dari gaya mengajar saya sekarang.”
- I : Apa alasan utama Anda untuk tetap atau tidak tetap menggunakan metode tersebut?
- T : “Karena siswa merespons positif, hasilnya nyata, dan saya merasa pembelajaran menjadi lebih bermakna.”
- I : Apakah Anda biasa melakukan refleksi atau evaluasi setelah menerapkan suatu metode pengajaran?
- T : “Iya, saya rutin membuat jurnal refleksi dan kadang mengajak siswa menuliskan refleksi mereka juga.”
- I : Jika iya, bagaimana Anda menilai keberhasilan atau kekurangan metode yang Anda gunakan?
T : “Saya lihat dari peningkatan partisipasi siswa, hasil produk tugas, serta evaluasi informal seperti diskusi penutup.”
- I : Apakah Anda harus mengadaptasi metode pengajaran tersebut karena kendala tertentu, seperti fasilitas, waktu, atau kemampuan siswa?
- T : “Kadang iya, terutama soal waktu. Ada metode yang saya modifikasi agar lebih efisien.”
- I : Apa bentuk adaptasi yang Anda lakukan?
- T : “Saya sesuaikan skala proyek agar bisa selesai dalam waktu singkat, atau saya sediakan template tugas agar tidak semua siswa harus mulai dari nol.”

Interview with Teacher of SMPIT Ibnu Sina

Date/Time :

Cognitive

- I : Apa yang Anda ketahui tentang metode pengajaran seperti Project-Based Learning, Inquiry-Based Learning, dan Discovery Learning dalam konteks Kurikulum Merdeka?
- T : “Saya sudah cukup mengenal metode tersebut. PBL, IBL, maupun Discovery Learning semuanya menempatkan siswa sebagai subjek aktif dalam pembelajaran. Mereka diminta menemukan informasi sendiri, bekerja sama, dan menghasilkan produk. Dalam Kurikulum Merdeka, pendekatan seperti ini sangat dianjurkan agar siswa bisa mengembangkan kompetensinya secara menyeluruh.”
- I : Menurut Anda, apa ciri khas metode pengajaran dalam Kurikulum Merdeka dibandingkan metode sebelumnya?
- T : “Ciri khasnya adalah fleksibel dan berpusat pada siswa. Guru diberikan kebebasan merancang pembelajaran sesuai dengan minat, bakat, dan kemampuan siswa. Ada juga fokus pada diferensiasi dan penguatan karakter.”
- I : Bagaimana Anda menerapkan metode-metode tersebut saat mengajar Bahasa Inggris di kelas?
- T : “Saya biasanya menggunakan model proyek seperti membuat vlog, mini drama, atau poster Bahasa Inggris. Saya juga sering mengarahkan siswa untuk berdiskusi mencari informasi terlebih dahulu sebelum masuk ke materi inti. Misalnya, sebelum belajar recount text, saya minta mereka saling bertanya pengalaman masing-masing.”
- I : Apakah Anda menyesuaikan metode tersebut dengan karakteristik siswa Anda? Bagaimana caranya?
- T : “Tentu. Tidak semua siswa memiliki kepercayaan diri yang sama. Saya beri ruang bagi siswa yang lebih senang menulis daripada berbicara, atau saya izinkan mereka memilih tugas yang mereka sukai, asalkan tetap dalam koridor pembelajaran.”

- I : Apakah Anda pernah menggunakan metode seperti diskusi kolaboratif khas lokal (Tudang Sipulung) dalam mengajar Bahasa Inggris? Bagaimana Anda memodifikasinya agar sesuai dengan kurikulum?
- T : “Kami pernah memodifikasi diskusi ala Tudang Sipulung saat membahas tema lingkungan. Siswa duduk melingkar, berdiskusi tentang kebiasaan hidup sehat dan mereka menyampaikannya dalam Bahasa Inggris. Model ini membuat suasana kelas lebih cair.”

Affective

- I : Menurut Anda, apakah metode pengajaran seperti PBL dan Inquiry Learning efektif meningkatkan kemampuan siswa dalam berbahasa Inggris?
- T : “Sangat efektif. Anak-anak belajar lebih alami dan punya konteks. Mereka belajar karena ingin tahu, bukan sekadar menghafal.”
- I : Apakah siswa Anda terlihat lebih aktif, antusias, atau memahami materi lebih baik dengan metode tersebut?
- T : “Sebagian besar siswa menjadi lebih antusias, apalagi saat diberi proyek kreatif. Tapi memang ada sebagian siswa yang butuh dorongan lebih karena masih pemalu atau belum terbiasa aktif.”
- I : Bagaimana tanggapan Anda terhadap hasil belajar siswa setelah Anda menerapkan metode-metode tersebut?
- T : “Kemampuan menulis dan berbicara mereka meningkat. Mereka jadi lebih percaya diri, walau masih ada kesalahan tata bahasa. Tapi yang penting mereka berani mencoba.”
- I : Apakah Anda merasa puas atau justru masih ragu terhadap dampaknya? Jelaskan.
- T : “Saya puas karena siswa menunjukkan perkembangan, walau memang tidak semua berjalan sempurna. Ini proses, dan saya terus evaluasi tiap minggunya.”
- I : Bagaimana perasaan Anda ketika pertama kali diperkenalkan dengan metode-metode baru dalam Kurikulum Merdeka?
- T : “Saya cukup antusias karena pendekatannya sejalan dengan nilai-nilai pembelajaran aktif yang memang sudah kami bangun sejak awal. Tapi saya juga sadar perlu banyak penyesuaian.”
- I : Apakah Anda merasa didukung dalam memahami dan menerapkannya, atau justru bingung dan terbebani?
- T : “Sekolah kami cukup mendukung. Ada koordinasi rutin antar guru, dan kami biasa berbagi strategi serta mengevaluasi modul bersama.”

Conative

- I : Apakah Anda berniat melanjutkan penerapan metode-metode pengajaran tersebut meskipun tidak diwajibkan?
- T : “Pasti. Bahkan kalau Kurikulum berubah pun, saya akan tetap mempertahankan pendekatan yang mendorong siswa aktif dan berpikir kritis.”
- I : Apa alasan utama Anda untuk tetap atau tidak tetap menggunakan metode tersebut?
- T : “Karena saya yakin bahwa siswa lebih mudah belajar saat mereka merasa dilibatkan dan diberi ruang berekspresi.”
- I : Apakah Anda biasa melakukan refleksi atau evaluasi setelah menerapkan suatu metode pengajaran?
- T : “Ya. Saya biasa mengevaluasi setiap akhir minggu, dan saya juga meminta umpan balik dari siswa, baik secara langsung maupun tertulis.”
- I : Jika iya, bagaimana Anda menilai keberhasilan atau kekurangan metode yang Anda gunakan?
- T : “Saya nilai dari seberapa jauh siswa bisa berkomunikasi dengan benar, keterlibatan mereka dalam diskusi, serta produk akhir yang mereka buat.”
- I : Apakah Anda harus mengadaptasi metode pengajaran tersebut karena kendala tertentu, seperti fasilitas, waktu, atau kemampuan siswa?
- T : “Kadang iya. Misalnya kalau tidak semua siswa punya HP, maka saya ubah proyek digital jadi poster atau brosur manual.”
- I : Apa bentuk adaptasi yang Anda lakukan?
- T : “Saya menyesuaikan media, memberi pilihan tugas, dan mengurangi kompleksitas proyek agar bisa dikerjakan dalam waktu terbatas. Tapi esensi pembelajarannya tetap saya jaga.”

APPENDIX.4

DOCUMENTATION



Observation 1 in SMPN 3 Palopo



Observation 2 in SMPN 3 Palopo



Observation 1 in SMPN 4 Palopo



Observation 2 in SMPN 4 Palopo



Observation 1 in SMPIT Insan Madani



Observation 2 in SMPIT Insan Madani



Observation 1 in SMPIT Ibnu Sina



Observation 2 in SMPIT Ibnu Sina

CURRICULUM VITAE



Andi Hasri Tri Ulandari, was born on August 11th 1998 in Palopo. She is the third child from five siblings of her parents. Her father's name is Andi Badaruddin, S.E and her mother's name is St. Manurung. She began her study in Elementary School at SDN 80 Lalebbata in 2004, she has graduated her Elementary school in 2006. At the same time she continued her study in Junior High School at Nurmilad Boarding School in Wajo Regency, where she represented the school in a national event, PIRNAS X (National Youth Science Camp) in Jombang, East Java. and she has graduated in 2010. Then continued her study in Senior High School at Nurmilad Boarding School and graduated in 2016. Finally she graduated her bachelor degree in 2021. Currently, she is pursuing a Master's degree in English Language Education at the State Islamic University (UIN) Palopo to deepen their knowledge and skills in the field of English language education.

In addition to formal education, the author has relevant experience in teaching, including founding and managing an English course called *English Fun Course* for two years, working as a private tutor, and currently being active in teaching the Qur'an and tajwid in the local community. These experiences have served as valuable assets for the author in developing himself as an educator while also contributing to the fields of education and religion.



LETTER OF ACCEPTANCE

No : 011/LoA/FOSTER-JELT/VIII/2025
Date : August 11, 2025

To:

Andi Hasri Tri Ulandari (Universitas Islam Negeri Palopo)

Rustan S.antaria (Universitas Islam Negeri Palopo)

Wisran (Universitas Islam Negeri Palopo)

Dear Authors,

It is our pleasure to inform you that, following the peer-review process, your manuscript entitled:

"Implementation of English Teaching Methods Under the Merdeka Curriculum: A Case Study of Junior High Schools in Palopo"

has been accepted for publication in FOSTER: Journal of English Language Teaching, Volume 6, Number 4 (October 2025). Your article will be available online through our OJS platform at: <https://foster.pbi-iainpalopo.ac.id/index.php/contents/> on October 31st, 2025.

We sincerely thank you for your valuable contribution to our journal and look forward to receiving future submissions from you.

Sincerely,
Editor-in-Chief

Muhammad Iksan



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