ENGLISH TEACHERS' DIFFICULTIES IN CREATING*MERDEKA*CURRICULUM TEACHING MODULES AND ITS RELATION TO THEIR TEACHING ACTIVITIES AT MAN 2 LANGSA

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Submitted As Fulfillment of the Requirements For
the Degree of Sarjana Pendidikan
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Yang Membuat Pernyataan



Zurairah

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ABSTRACT

Zurairah NIM 1042021006, English Teachers' Difficulties in Creating *Merdeka* Curriculum Teaching Modules and its Relation to Their Teaching Activities at MAN 2 Langsa.

Supervisor 1. Ruly Adha, SS, MS 2. Zahratul Idami, M.Pd

This research aimed to (1) identify the difficulties faced by English teachers in creating teaching modules based on the *Merdeka* Curriculum, and (2) analyze the relationship between those difficulties and the teachers' teaching activities in the English classroom.The study employed a qualitative research approach using a descriptive phenomenological design. The participants consisted of two English teachers at MAN 2 Langsa who were directly involved in implementing the *Merdeka* Curriculum. Data were collected through in-depth interviews, classroom observations, and documentation analysis. The data were analyzed through Miles and Huberman's model, including data reduction, data display, and conclusion drawing/verification.The findings revealed three main difficulties: (1) challenges in understanding curriculum components such as CP, TP, and ATP; (2) difficulties in adapting teaching materials to suit the diverse characteristics of students; and (3) limited time for preparing teaching modules due to administrative workload. These difficulties significantly affected teaching activities. Lessons tended to be less structured, less student-centered, and less aligned with the principles of the *Merdeka* Curriculum. The study concluded that the teachers' ability to implement effective teaching modules was closely linked to their understanding of the curriculum and the time and support available to them.

Keywords:*English teachers, teaching modules, Merdeka Curriculum, teaching difficulties, teaching activities.*

CHAPTER I

INTRODUCTION

A. Background of Study

Curriculum is one of the most important things due to its role in teaching, because it is design for a course and how the content of teaching a course is transformed into a general picture for teaching and learning that allows the desired learning outcomes to be achieved. In Indonesia, the implementation of the curriculum has undergone various changes and improvements, at least 10 curriculum changes have affected learning outcome since the beginning of independence.[1]

The curriculum refer to how the learning process will be carried out, the curriculum is a set of plans and arrangements regarding the objectives, content, learning materials, and methods used to organize learning activities to achieve educational goals. The curriculum serves as a guide for teachers, students and educational institutions to achieve the expected results, both in terms of knowledge, skills and attitudes. In Indonesia, curriculum development continues to change according to the needs of the times, starting from the 1947 Curriculum which focuses on building national character, to the *Merdeka* Curriculum which emphasizes flexibility and project-based learning.[2]As an important cornerstone in the education system, the curriculum not only ensures uniformity of learning

[1]Wina Sanjaya, "Kurikulum Dan Pembelajaran: Teori Dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP)," 2011. P.17–18

[2]dan Teknologi Riset, "Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi," *Universitas* 1, no. 1 (2022): p, 2.

quality across different regions, but also provides room for customization according to local needs and student characteristics.

There is a new curriculum available at this time called the *Merdeka* Curriculum, *Merdeka* Curriculum is a curriculum designed by the Ministry of Education, Culture, Research and Technology *(Kemendikbudristek)* to provide flexibility in learning and tailor the education process to students' needs, interests and potential.[3]It emphasizes project-based learning to help students understand real-world issues, such as the environment andtechnology, while developing 21st century skills, such as critical thinking, collaboration and creativity. In addition, *Merdeka* Curriculum simplifies subject matter with a focus on literacy, numeracy, and character strengthening. Teachers are given the freedom to develop lesson plans that are appropriate to the context and abilities of students, allowing for differentiation of learning based on individual needs.[4]

The existence of the *Merdeka* Curriculum in Indonesia is based on the need for an education system that is more flexible, relevant and able to respond to the challenges of the modern era.[5] This curriculum emerged in response to the impact of the COVID-19 pandemic which revealed various weaknesses in the education system, such as inequality in access to learning, gaps in learning achievements, and heavy administrative burdens for teachers. *Merdeka* Curriculum is designed to

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[3]Ummi Inayati, "Konsep Dan Implementasi Kurikulum Merdeka Pada Pembelajaran Abad-21 Di SD/MI," in *ICIE: International Conference on Islamic Education*, vol. 2, 2022,p. 293–304.

[4]Endang Setiariny and Sodiyah Sanmarwi, "Pemanfaatan Platform Merdeka Mengajar Sebagai Upaya Meningkatkan Kualitas Pembelajaran Guru Di Provinsi Banten," *Jurnal Lingkar Mutu Pendidikan* 21, no. 2 (2024): p.72–77.

[5]Ketut Suar Adnyana, "Penilaian Pembelajaran Bahasa Indonesia Dalam Kurikulum Merdeka," *Stilistika: Jurnal Pendidikan Bahasa Dan Seni* 11, no. 2 (2023): p.343–59.

provide freedom to schools and teachers in developing learning that suits the needs and potential of students, by emphasizing project-based learning, material simplification, and strengthening character through the *Pancasila* Learner Profile.The curriculum also encourages a teaching approach that is not only oriented towards the completion of material, but on the active engagement of students through diagnostic assessments, collaborative learning, and real problem solving. With this design, students are expected to learn in ways that are more effective and relevant to future challenges.The main objective of *Merdeka* Curriculum is to create morerelevant, flexible and meaningful learning for students in facing the challenges of the modern world.[6]

The curriculum is designed to give education units the freedom to customize learning based on local needs and contexts. The main focus is on developing essential competencies such as literacy, numeracy, and strengthening character through the application of the *Pancasila* Learner Profile, which includes values such as faith, piety, independence, creativity, and critical reasoning.[7] In addition, *Merdeka* Curriculum aims to reduce the education gap and mitigate the impact of learning loss due to the COVID-19 pandemic.By emphasizing project-based learning, students are invited to be actively involved in solving real problems, so that they can develop 21st century skills such as creativity, collaboration, and

[6]yanezra Lieyani, "Efektivitas Kurikulum Merdeka Di Sma Pgri 2 Kota Jambi" (Universitas Jambi, 2025).p.5-10

[7]S Samsinar and S Pd Wakifah, "Asesmen Pembelajaran," n.d. p.5

critical thinking. This approach is expected to build a more adaptive, innovative and future-oriented education system.[8]

However, in implementing *Merdeka* Curriculum, many teachers face challenges in preparing lesson plans or teaching modules. Some teachers admit that it is still difficult to understand how to compile a flow of learning objectives that are in accordance with the *Merdeka* Curriculum approach, especially in linking them to relevant and practical learning contexts for daily life.[9]In addition, several other factors also contribute, such as the lack of adequate training related to the preparation of teaching modules based on the *Merdeka* Curriculum, limited time to explore these changes, and adaptation to a more flexible approach that requires high creativity and innovation. Teachers also sometimes have difficulty understanding important components, such as adjusting effective formative assessment and using thematic learning methods.[10]

The curriculum is designed to provide flexible learning that is relevant to students' needs, but challenges in its implementation often hinder the achievement of this goal. Moreover, some of the main difficulties also teachers face include understanding the curriculum design, limitations in developing teaching modules, and a lack of ability to actively engage students in project-based

[8]Tuti Marlina, "Urgensi Dan Implikasi Pelaksanaan Kurikulum Merdeka Pada Sekolah Dasar/Madrasah Ibtidaiyah," in *Prosiding Seminar Nasional Pendidikan Ekonomi*, vol. 1, 2022, 67–72.

[9]Dan Teknologi Riset, "Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi," *Universitas* 1, No. 1 (2022): p. 2.

[10]Fridiyanto Fridiyanto et al., "Merdeka Belajar Dan Kampus Merdeka" (Literasi Nusantara Abadi, 2022).p.11

learning.[11]Teachers' inability to understand and implement important elements of the *Merdeka* Curriculum, such as the flow of learning objectives, formative assessment, and strengthening the *Pancasila* Learner Profile, can cause learning to be less effective. As a result, students may not get meaningful learning experiences, so the goal of developing 21st century skills such as critical thinking, creativity, and collaboration is not achieved.[12] In addition, a less contextualized learning approach can make students feel less motivated and not actively involved in the learning process.The *Merdeka* Curriculum is designed to provide teachers with flexibility in planning student-centered learning, focusing on developing competencies, creativity, and critical thinking. Teachers are expected to create effective and innovative teaching modules that align with the curriculum's goals and support impactful teaching activities to improve student learning outcomes.[13] However, in reality, English teachers face various difficulties in designing teaching modules based on the *Merdeka* Curriculum. These challenges include understanding the curriculum components, adapting to new terminologies, and managing the time and skills required to create flexible and student-centered plans.These difficulties not only slow down the planning process but also affect the effectiveness of their teaching activities in the classroom. This reveals a gap between the expectation for teachers to implement the curriculum effectively and

[11]Adnyana, "Penilaian Pembelajaran Bahasa Indonesia Dalam Kurikulum Merdeka."p.5-6

[12]Intan Yunita Aldayanti Putri and Hendrato Setiabudi Nugroho, "The Effect of Exchange Rate and Rupiah Inflation Rate on The Composite Index," in *International Conference on Economics, Social Sciences, and Humanities*, vol. 1, 2023, p.88–94.

[13]Wina Sanjaya, *Kurikulum Dan Pembelajaran (Teori & Praktek KTSP)* (Kencana, 2008).p. 34-35

the reality of their struggles in the field, which impacts the quality of teaching and learning.

Reflecting on the difficulties faced by teachers in implementing the *Merdeka* Curriculum, especially in developing teaching modules that are in line with the characteristics of the curriculum, this study aims to gain an in-depth understanding of the obstacles faced by English teachers in the teaching modules development process and its relation to their teaching activities at MAN 2 Langsa. This research will highlight various factors that influence teachers' ability to design effective teaching modules, including their understanding of the new curriculum, skills in adaptingproject-based learning methods, and their ability to develop effective teaching modules.Understanding the specific difficulties faced by English teachers in creating *Merdeka* Curriculum teaching modules and how these difficulties relate to their teaching activities is essential for several reasons.First, it provides insight into the practical challenges teachers face in curriculum implementation. Second, it can inform policymakers and school administrators in providing better training, support, and supervision.Third, it contributes to the broader discussion on curriculum reform in Indonesia,particularly in the context of foreign language teaching.

Therefore, this study aims to investigate the English teachers' difficulties in creating *Merdeka* Curriculum teaching modules at MAN 2 Langsa and analyze how these difficulties relate to their daily teaching activities.The findings are expected to help identify specific areas where teachers need supportand to offer

recommendations for improving the effectiveness of curriculumimplementation inEnglish language teaching.

B. Problem of Study

The problems of study are as follows:

1. What are the difficulties faced by English teachers in creating teaching modules based on the *Merdeka* Curriculum?
2. How do these difficulties relate to their teaching activities in the English classroom?

C. Purpose of Study

The purposes of study are as follows:

1. To identify the difficulties faced by English teachers in creating teaching modules based on the *Merdeka* Curriculum.
2. To analyze the relationship between those difficulties and the teachers' teaching activities in the English classroom.

D. Significance of Study

The result of the research will be expected to servesignificance both theoretically and practically.

1. Theoretical Significance

   This research can contribute to the existing literature regarding the implementation of the *Merdeka* Curriculum, particularly in the field of English language teaching. It also provides insights into the challenges

teachers face in curriculum adaptation, which can be useful for future academic studies and curriculum development efforts.

2. Practical Significance
    a. For English teacher: The findings of this study can help English teachers, especially those teaching at MAN 2 Langsa, to be more aware of the common difficulties in creating teaching modules and join designing training programs, and workshops.
    b. For students:Students are more likely to experience engaging, student-centered, and meaningful learning activities. This can improve their motivation, comprehension, and overall academic performance. Moreover, by applying project-based and differentiated learning approaches, students have greater opportunities to develop 21st-century skills such as critical thinking, collaboration, creativity, and problem-solving in a more enjoyable and relevant learning environment.

CHAPTER IV
FINDING AND DISCUSSION

A. Research Finding

1. The difficulties faced by English teachers in creating teaching modules based on the Merdeka Curriculum

Based on the results of in-depth interviews with 2 English teachers, there are some difficulties faced by these teachers. The interview consisted of 10 questions given to the English teacher. The results of the interview include:

a. Could you describe your experience in designing teaching modules using the *Merdeka* Curriculum?

a) Teacher A: “At first, I browsed the internet to see how the syllabus was arranged because I was not familiar with the format. It was quite confusing, but gradually I understood it after looking at several examples.”

b) Teacher B: “I started designing the module by referring to the examples shared during teacher training. Those examples helped me understand the structure, but I still needed time to adapt because components like ATP and TP were still new to me.”

Both teachers described an adaptation period when they first began designing teaching modules under the *Merdeka* Curriculum. Teacher A relied on online sources due to unfamiliarity with the format, showing independent effort but also a lack of institutional support. Meanwhile, Teacher B referred to examples from teacher training, which were helpful

but still insufficient for fully grasping new components such as ATP and TP. These responses indicate that the transition to the Merdeka Curriculum requires more than just exposureit demands ongoing support and structured guidance to ensure understanding and successful implementation.

b. What specipic difficulties have you encountered during the process?

a) Teacher A: “One of the difficulties I faced was matching the materials with the syllabus, because the syllabus is fixed and must be followed. In addition, during the process of making the module, special training such as the ‘Pintar Kemenag’ program is also needed.”

b) Teacher B: “I found it difficult to write the learning objectives clearly and to align them with teaching activities. Sometimes the terms in the curriculum are too technical, making them hard to understand and apply in classroom lesson planning.”

Teacher A faced challenges aligning materials with a fixed syllabus and highlighted the need for specialized training, while Teacher B struggled with formulating learning objectives in a clear and applicable way. Both responses reflect a common issue: the technical and rigid language of the curriculum makes it difficult for teachers to contextualize and implement content effectively. These findings emphasize the importance of simplifying curriculum terminology and providing hands-on training to help teachers bridge the gap between curriculum expectations and classroom practice.

c. From ATP, CP, TP, which one is the most confusing?

a) Teacher A: “For me, the most confusing is ATP (Learning Objectives Flow), because I still find it difficult to elaborate it into clear and measurable learning objectives. Sometimes the language used in ATP is too general, so I am not sure how to translate it into concrete classroom activities.”

b) Teacher B: “In my opinion, the most confusing is CP (Learning Outcomes), especially when aligning it with the students’ actual abilities. CP tends to be idealistic, and sometimes I find it too broad, which makes it difficult to adjust with the learning materials and students’ levels.”

The responses show that different curriculum components pose different challenges for teachers. Teacher A found ATP (Learning Objectives Flow) to be too abstract and difficult to convert into measurable classroom goals. Teacher B, on the other hand, found CP (Learning Outcomes) challenging because of its broad and idealistic nature, which often doesn't align with students’ real abilities. These findings suggest a need for clearer, contextualized explanations of curriculum components, with practical examples to aid teachers in applying them.

d. How did your teaching module affect your classroom instruction?

a) Teacher A: “The use of teaching modules helped me organize the lessons more clearly. The module became a strong reference for what I should deliver each week. The ATP and CP components really helped me align learning objectives with students’ competencies. However, I also felt a

challenge because I had to adjust the materials to the real conditions of the students in class. So, even though the module was very helpful in terms of structure, I still needed to be flexible when teaching."

b) Teacher B: "The teaching module helped me better understand the learning flow. I became more focused on student-centered activities. I started implementing more project-based learning and collaborative tasks. But sometimes, I struggled to manage the time and to ensure that all students could follow along, especially since their ability levels are different."

Based on the interviews with Teacher A and Teacher B, it can be concluded that the use of teaching modules had a positive impact on classroom instruction. The teaching modules helped teachers structure their lessons more systematically and aligned them with the learning objectives (CP) and learning goals flow (ATP) outlined in the *Merdeka* Curriculum. Teacher A stated that the module served as a useful reference for weekly planning, although flexibility was still needed during implementation due to the actual conditions of the students in class.

Meanwhile, Teacher B expressed that the module helped her focus on student-centered activities, such as project-based learning and group work. Although challenges such as time management and differences in students' learning levels were still present, the module provided a sense of confidence and direction during the teaching process. This indicates that the teaching module functions not merely as an administrative document, but as a

practical guide that supports teachers in creating more structured, contextual, and differentiated instruction based on students' needs.

e. Did you feel you had enough time to develop teaching modules?

a) Teacher A: "I felt that the available time was enough, but the problem was with the parts that were time-consuming, such as making time allocation, the annual program (*prota*), and the semester program (*prosem*)."

b) Teacher B: "In my case, the time was not really enough because I had to manage many other responsibilities as a teacher. Sometimes I had to work on the module outside working hours, which was quite exhausting and affected the quality of the module."

Time management emerged as a major concern. Teacher A felt the time was generally adequate but consumed by administrative tasks such as annual and semester planning. In contrast, Teacher B reported a lack of time due to multiple teaching responsibilities, often working on modules outside school hours. Both responses illustrate that excessive workload and bureaucratic demands limit teachers' ability to focus on instructional design, potentially lowering the quality of the modules.

f. Did you find it challenging to adapt teaching materials to suit the characteristics of your students?

a) Teacher A: "Yes, I experienced difficulties because the module content was sometimes not suitable with the real conditions in the classroom. However,

when I taught in a class where the students were high achievers, I didn't face much difficulty."

b) Teacher B: "Yes, it was quite difficult. Each class has different characteristics, and I had to adjust the materials and activities according to students' abilities and learning styles. The module only provides a general structure, but it is not always suitable for all students."

Both teachers acknowledged the difficulty of adapting the module to fit students' needs. Teacher A observed that modules were not always suitable for real classroom conditions, especially with lower-performing students. Teacher B emphasized that each class had different characteristics, making it necessary to modify content and activities. These responses point to a lack of flexibility in module design and the importance of differentiated instruction in achieving meaningful learning outcomes.

g. How did the difficulties in developing teaching modules affect your teaching process in the classroom?

a) Teacher A: "The difficulties in arranging the module sometimes made me feel less confident when teaching. When the module was not well-prepared or not suitable for students' needs, I had to improvise in class, and that affected the fluency of the lesson."

b) Teacher B: "Those difficulties slowed down my teaching process. I often needed extra time to explain the materials because the module was not detailed enough or not suitable with the students' level. That also made lesson planning more stressful."

The teachers' responses indicate that difficulties in module development negatively affected the flow and confidence of classroom instruction. Teacher A expressed a lack of confidence and a need to improvise, which disrupted the learning process. Teacher B reported delays and stress due to insufficient detail or misalignment between the module and students' levels. This shows how curriculum planning directly influences teaching quality and classroom dynamics.

h. Did these difficulties impact students' learning outcomes?

a) Teacher A: "Yes, the difficulties in making the module did affect students' learning outcomes. If the module was unclear or not suitable for the class condition, students became confused and less motivated to learn. Sometimes they also did not understand the materials because the activities in the module were difficult to implement. As a result, some students did not achieve the learning objectives properly."

b) Teacher B: "Yes, the difficulties in making the module certainly had an impact, even though the effect was not always immediately visible. For example, when I struggled to adjust the module content to students' needs, some of them became less active in participating in lessons. A module that was unattractive or too difficult also made them bored quickly. This made the learning process less effective, and their outcomes became less optimal compared to when I used materials that were easier to understand or more appropriate."

Both teachers agreed that the challenges in module creation impacted student outcomes. Teacher A observed confusion and lack of motivation among students, while Teacher B noted indirect effects such as reduced engagement and lower performance. These findings reinforce the idea that the quality of teaching modules directly affects student achievement. When modules are unclear, overly complex, or disengaging, students struggle to benefit fully from the learning process.

i. How did you overcome those difficulties to ensure effective teaching and learning?

a) Teacher A: “I tried to adjust classroom activities and paid more attention to students’ needs. I also observed their responses and adapted my teaching style so that they could understand the materials more easily.”

b) Teacher B: “I tried to overcome the difficulties by being more flexible in applying the module content. If there was a part of the module that was less suitable, I modified it directly during teaching so it would be easier for students to understand. I also often used additional media such as learning videos or simple games to attract their interest. This way, the classroom atmosphere became livelier and students found it easier to absorb the materials even though the module was not perfect.”

The teachers demonstrated proactive strategies to overcome these obstacles. Teacher A focused on classroom adaptation and student-centered approaches, while Teacher B modified the content in real time and incorporated additional media like videos and games to engage students.

These methods reflect reflective teaching practices and highlight the importance of teacher creativity and flexibility in overcoming limitations in curriculum resources.

j. Are students more active in learning activities when using the independent curriculum or the previous curriculum?

a) Teacher A: “Students are more active when using the Merdeka Curriculum. They are more engaged with this curriculum, and the learning activities are more structured.”

b) Teacher B: “In my opinion, students indeed seemed more active since the implementation of the Merdeka Curriculum. Learning activities became more directed and allowed students to be more involved in the learning process. They became more confident and happy when participating in activities that matched their interests and abilities.”

Both teachers reported that students were more active under the Merdeka Curriculum. Teacher A emphasized increasing student involvement due to the structured nature of the activities, while Teacher B noted that the curriculum allowed students to participate more confidently, especially when tasks aligned with their interests and abilities. This suggests that the Merdeka Curriculum has potential to foster student engagement, provided that implementation is well-supported and modules are appropriately adapted.[49]

[49] NurAzizah, S.Ag and Ainiah, S.pd, English teachers at MAN 2 Langsa, personal interview, Langsa, 16-17, 2025.

2. The relationship between these difficulties and their teaching activities in the English classroom

Based on the observation results, then obtained the relationship between these difficulties and their teaching activities in the English classroom.[50]

a. **Teacher A**

Table1.1 **The Result of Class Observation**

No	Indicators	Observed (✓) (Yes / No)	Notes/Description
1.	Teacher hesitates or struggles when explaining ATP, TP, CP	No	The teacher explained it in detail
2.	Mentions specific examples from actual modules made rather than just theory	Yes	The teacher mentions examples such as Expression of Giving Opinion, Expression of Agreeing
3.	Lack of materials or unclear module objectives	No	The module objectives were stated clearly
4.	Teacher follows module during instruction	Yes	The teacher used the module as the main reference during classroom instruction
5.	Teacher manages time well during the lesson	Yes	Teacher's time management during learning is very structured.
6.	Teacher relies heavily on traditional methods (e.g., lecture or textbook reading) instead of active or project-based methods stated in the module	Yes	Teacher more often give lectures to students
7.	The teacher asks for feedback from students to adjust the lesson content spontaneously.	Yes	Teacher asked students questions and observed reactions for better adjustment
8.	Students are able to work independently	Yes	Students carried out tasks independently with minimum

[50] Researcher's classroom observation at MAN 2 Langsa, July, 21-22, 2025.

	according to the activities in the module		guidance
9.	Students show understanding when the teacher explains the material from the module	Yes	Some of the students show understanding when the teacher explains
10.	Students appeared confused, passive, or uninterested during the activity.	Yes	Not all, but some students were quite passive and needed additional guidance

b. Teacher B

***Table2.2*The Result of Class Observation**

No	Indicators	Observed (✓) (Yes / No)	Notes/Description
1.	Teacher hesitates or struggles when explaining ATP, TP, CP	No	The teacher demonstrated a clear understanding when explaining ATP, TP, and CP.
2.	Mentions specific examples from actual modules made rather than just theory	No	The teacher explained the module content in general terms but did not provide concrete examples.
3.	Lack of materials or unclear module objectives	No	The teacher presented the module goals in a clear and structured manner
4.	Teacher follows module during instruction	Yes	The teacher consistently referred to the module when delivering the lesson in class
5.	Teacher manages time well during the lesson	Yes	The teacher showed effective control over the time allocated for each part of the lesson
6.	Teacher relies heavily on traditional methods (e.g., lecture or textbook reading) instead of active or project-based methods stated in the module	No	The teacher tends to prioritize conventional teaching approaches like direct explanation rather than implementing interactive or student-centered activities suggested in the module
7.	The teacher asks for feedback from students to adjust the	Yes	The teacher engaged students by asking questions and paid attention to their responses in

	lesson content spontaneously.		order to make real-time adjustments to the lesson
8.	Students are able to work independently according to the activities in the module	Yes	The students completed the assigned activities on their own with little need for teacher assistance
9.	Students show understanding when the teacher explains the material from the module	Yes	Most of the students were able to respond correctly to the teacher's questions and follow the explanation, indicating their understanding of the material presented from the module
10.	Students appeared confused, passive, or uninterested during the activity.	No	Most students were actively engaged during the activity, showing enthusiasm and requiring minimal support from the teacher

B. Discussion

Unlike the findings section, which presented the results as they were, the discussion went a step further by exploring what those findings meant and why they mattered. In qualitative research, the discussion allowed researchers to go beyond description and offer a deeper understanding of the studied phenomenon, which in this study was the relationship between teachers' difficulties in module development and their classroom teaching activities.

1. English teachers' Difficulties in Creating *Merdeka* Curriculum Teaching Modules

a. Understanding Curriculum Components

Based on in-depth interviews, it was found that both Teacher A and Teacher B experienced several challenges in designing teaching modules in line with the *Merdeka* Curriculum structure and principles. The main difficulties were related to understanding curriculum components such as

ATP (Learning Objectives Flow), CP (Learning Outcomes), and TP (Learning Objectives). Teacher A explained that ATP was difficult to translate into concrete classroom activities because its language was too general. Meanwhile, Teacher B stated that CP was too idealistic and often didn't match students' actual capabilities. This is in line with Ornstein and Hunkins, who asserted that weak conceptual understanding of the curriculum often leads to ineffective lesson planning.[51]

b. The Challenge to Adapt Teachng Materials to Suit the Students' Characteristics

One of the challenges faced by English teachers in developing teaching modules based on the *Merdeka* Curriculum is the difficulty of adapting teaching materials to suit the students' characteristics. According to the results of the interviews, both teachers expressed that students in their classrooms have diverse learning abilities, backgrounds, and motivation levels. This diversity creates a challenge for teachers to design materials that are accessible, engaging, and relevant for all learners.In the *Merdeka* Curriculum, differentiation is a core principle that requires teachers to adjust their materials based on students' needs, readiness, and learning profiles. However, teachers often find it difficult to identify and understand these individual characteristics, especially in large classes where personal interaction with each student is limited. As a result, the teaching modules they develop may not fully reflect the differentiated approach expected by

[51]Allan C Ornstein and Francis P Hunkins, "Curriculum: Foundations, Principles, and Issues," *(No Title)*, 1993.

the curriculum.Moreover, the teachers admitted that they lack sufficient training and guidance on how to implement differentiation in practical terms, particularly in relation to designing learning objectives (TP), learning activities, and assessments that accommodate the range of students' learning needs. In some cases, they tend to use general materials without modification because of time constraints and limited access to contextual learning resources.

c. Time Management

Time management was also a major issue. Teacher A felt that although time was sufficient, it was consumed by administrative tasks such as creating the annual and semester programs. Teacher B, on the other hand, lacked time due to multiple responsibilities, often working on modules outside working hours, which affected the quality of the module. These findings reflect the high workload that teachers carry, as Richards and Bohlke noted, where teachers are often overwhelmed by a combination of administrative burdens and curriculum changes.[52]

2. The Relation of the Difficulties to the Teaching Activities

a. Understanding Curriculum Components

The teachers' difficulty in understanding curriculum components such as *Capaian Pembelajaran (CP)*, *Tujuan Pembelajaran (TP)*, and *Alur Tujuan Pembelajaran (ATP)* had a significant impact on their teaching activities.

[52]Jack C Richards and David Bohlke, *Creating Effective Language Lessons* (Cambridge University Press Cambridge, UK, 2011).

Because they were unsure how to connect these elements properly, their lesson planning became unclear and less structured. As a result, teaching activities in the classroom did not always align with the intended learning objectives. This caused inconsistency in the learning process and made it harder for students to achieve the expected outcomes.

b. The Challenge to Adapt Teaching Materials to Suit the Students' Characteristics

When teachers were unable to adapt the teaching materials to students' various learning levels, interests, and abilities, the lessons became less engaging and effective. Some students found the materials too difficult, while others felt bored because the content did not match their needs. This condition led to reduced participation and motivation among students. Consequently, the teachers had to spend more time managing the class rather than delivering quality instruction, which limited the effectiveness of the learning process

c. Time Management

Limited time to prepare teaching modules also affected how teachers carried out their lessons. Because of their busy schedules and administrative tasks, many teachers could not design learning activities thoroughly. As a result, they often reused old materials or skipped important steps such as preparing formative assessments or enrichment activities. This lack of preparation made classroom learning less dynamic, and sometimes

disconnected from the module's objectives. The teaching activities ended up being more teacher-centered and less innovative.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The researcher drow some conclusions as follows:

1. English teachers' Difficulties in Creating *Merdeka* Curriculum Teaching Modules
   a. Understanding Curriculum Components
   b. The Challenge to Adapt Teachng Materials to Suit the Students' Characteristics
   c. Time Management
2. The Relation of the Difficulties to the Teaching Activities
   a. Understanding Curriculum Components

   The teachers' difficulty in understanding curriculum components such as *Capaian Pembelajaran (CP)*, *Tujuan Pembelajaran (TP)*, and *Alur Tujuan Pembelajaran (ATP)* had a significant impact on their teaching activities. Because they were unsure how to connect these elements properly, their lesson planning became unclear and less structured. As a result, teaching activities in the classroom did not always align with the intended learning objectives. This caused inconsistency in the learning process and made it harder for students to achieve the expected outcomes.

b. The Challenge to Adapt Teachng Materials to Suit the Students' Characteristics

When teachers were unable to adapt the teaching materials to students' various learning levels, interests, and abilities, the lessons became less engaging and effective. Some students found the materials too difficult, while others felt bored because the content did not match their needs. This condition led to reduced participation and motivation among students. Consequently, the teachers had to spend more time managing the class rather than delivering quality instruction, which limited the effectiveness of the learning process.

c. Time Management

Limited time to prepare teaching modules also affected how teachers carried out their lessons. Because of their busy schedules and administrative tasks, many teachers could not design learning activities thoroughly. As a result, they often reused old materials or skipped important steps such as preparing formative assessments or enrichment activities. This lack of preparation made classroom learning less dynamic, and sometimes disconnected from the module's objectives. The teaching activities ended up being more teacher-centered and less innovative.

B. Suggestion

The researcher provided some suggestion as follows:

1. The teacher should improve their understanding of the *Merdeka* Curriculum components, especially the formulation of *CP (Capaian Pembelajaran), TP*

(Tujuan Pembelajaran), and *ATP (Alur Tujuan Pembelajaran),* so they can design more effective and structured teaching modules. In addition, teachers are encouraged to attend relevant training or workshops to strengthen their ability to implement differentiated and student-centered learning.

2. The student should become more active and engaged in the learning process by participating in class activities, asking questions when they do not understand, and giving feedback to help the teacher adjust the learning materials according to their needs and abilities. This participation can support the success of the learning process and make classroom interaction more dynamic.
3. The future researcher should conduct similar studies with a larger number of participants and various school levels to gain a broader understanding of the challenges faced by English teachers in implementing the *Merdeka* Curriculum. Future studies could also focus on the effectiveness of specific training programs or support systems provided by schools or the government.