

**THE CHALLENGES FACED BY EFL TEACHERS IN  
IMPLEMENTING INDEPENDENT CURRICULUM**



Thesis Submitted to Fulfill the Requirements as a Stage in Obtaining a Master's  
Degree in English Education (M.Pd.) at the Postgraduate of IAIN Parepare

**THESIS**

*By:*

**MARDHATILLAH**

Reg. Numb: 2020203879102006

POSTGRADUATE  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE

YEAR 2024

## STATEMENT OF AUTHENTICITY OF THESIS

The undersigned below:

Name : Mardhatillah  
Reg. Number : 2020203879102006  
Study program : Tadris Bahasa Inggris (TBI)  
Thesis Title : The Challenges Faced by EFL Teacher in  
Implementing Independent Curriculum

Stated truthfully that with full awareness, this thesis is the result of the writer's work. This thesis, to the best of her knowledge, contains no scientific work that has been submitted by another person to obtain an academic degree at a university, and no work or opinion has been written or published by another person, except in writing quoted in this manuscript and mentioned in this thesis.

If it turns out that in this thesis it can be proven that there are elements of plagiarism, and then the academic degree that she obtained is null and void by law.

Parepare, July 29<sup>th</sup>, 2024

The Writer,



**Mardhatillah**

Reg Number. 2020203879102006

### APPROVAL OF EXAMINING COMMISSION

Examiner of Thesis writing on behalf of Mardhatillah, Reg. Number 2020203879102006, Postgraduate Student of IAIN Parepare, English Education Program of Postgraduate IAIN Parepare, after carefully researching and correcting the Thesis with the title: The Challenges Faced by EFL Teachers in Implementing Independent Curriculum, considers that the relevant Thesis fulfill the scientific requirements and can be approved in obtain a Master's Degree in English Education.

Chair : Dr. Magdahalena Tjalla, M.Hum. (.....)

Secretary : Dr. Arqam, M.Pd. (.....)

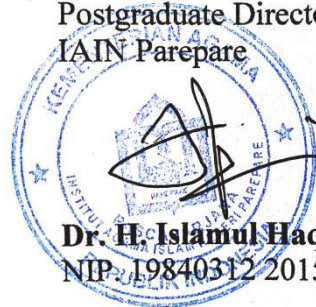
Examiner I : Dr. Zulfah, M.Pd. (.....)

Examiner II : Dr. H. Ambo Dalle, S.Ag., M.Pd. (.....)

Parepare, July 29<sup>th</sup>, 2024

Known by

Postgraduate Director  
IAIN Parepare



**Dr. H. Islamul Haq, Lc., M.A.**  
NIP. 19840312 201503 2 004

## ACKNOWLEDGEMENTS

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ  
وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

The writer would like to express her gratitude to Allah the Almighty who has bestowed His blessings that she can complete this thesis. Shalawat is always granted upon our great Prophet Muhammad saw. along with his family and friends. The feeling of gratitude and heartfelt thanks are extended to my beloved parents Ukkas Rahim and Hj. Husnani, who have constantly prayed for and supported the writer throughout education. To the writer's siblings and all her family members who have assisted her throughout the process of writing this thesis.

In the process of writing this thesis, the writer's grateful for the help, guidance, and encouragement from various parties. Therefore, with all modesty, the writer would like to express her gratitude to the following:

1. Prof. Dr. Hannani M.Ag., as the Rector of IAIN Parepare, Dr. H. Saepudin S.Ag., M.Pd., Dr. Firman M.Pd., and Dr. M. Ali Rusdi, S.Th.I.,M.HI., each as the Vice Chancellors who have given the researcher opportunity to study at Postgraduate of IAIN Parepare.
2. Dr. H. Islamul Haq, Lc.,M.A., the Director of Postgraduate of IAIN Parepare, who has given the researcher academic services in process and completing the study.
3. Dr. Magdahalena Tjalla, M.Hum., as the first supervisor and Dr. Arqam, M.Pd., as the second supervisor for their guidance and encouragement during the research.

4. Dr. Zulfah, M.Pd., as the first examiner and Dr. H. Ambo Dalle, S.Ag., M.Pd., as the second examiner for their guidance in completing this thesis.
5. The lecturers of English Education and all the staffs at Postgraduate of IAIN Parepare. Thank you for your time, knowledge, advice and motivation that you have given to the researcher since she is studying in this great campus.
6. Thank you to all EFL teachers at MAN 2 Parepare for the help and support on the research process.

Finally, the writer hopes that this thesis is useful for readers. Writer realizes that the thesis is not perfect. Therefore, suggestion and correction for improvement of the thesis are very welcomed. May Allah swt. always bless us, amin.

Parepare, July 29<sup>th</sup>, 2024

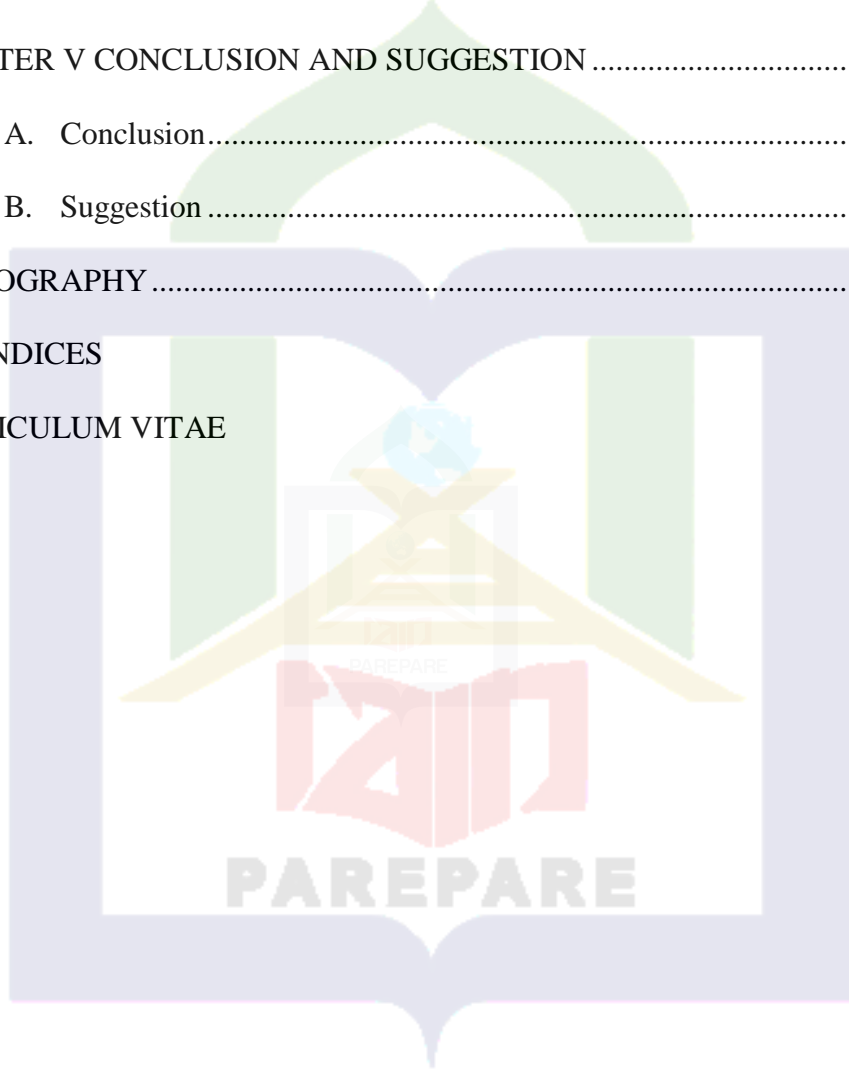
The Writer,

  
Marchatillah  
NIM. 2020203879102006

## TABLE OF CONTENTS

COVER.....	.....
STATEMENT OF AUTHENTICITY OF THESIS.....	ii
APPROVAL OF THE EXAMINER COMMISSION .....	iii
ACKNOWLEDGEMENT .....	iv
PEDOMAN TRANSLITERASI ARAB-LATIN.....	vi
ABSTRACT .....	xii
TABLE OF CONTENTS .....	xv
LIST OF TABLES .....	xvii
CHAPTER I INTRODUCTION .....	1
A. Background .....	1
B. Research Question .....	4
C. Purpose of the Research .....	5
D. Significance of the Research .....	5
CHAPTER II LITERATURE REVIEW.....	6
A. Previous Related Studies .....	6
B. Some Pertinent Ideas .....	19
C. Conceptual Framework.....	47
CHAPTER III RESEARCH METHOD.....	49
A. Research Design .....	49
B. Focus of the Reasearch .....	49
C. Subject of the Research .....	50
D. Procedure of Collecting Data.....	50

E. Techniques of Analysis Data.....	50
CHAPTER IV FINDINGS AND DISCUSSION .....	52
A. Findings .....	52
B. Discussion .....	68
CHAPTER V CONCLUSION AND SUGGESTION .....	75
A. Conclusion.....	75
B. Suggestion .....	79
BIBLIOGRAPHY .....	80
APPENDICES	
CURRICULUM VITAE	



## LIST OF TABLES

Table 2.1 Research Findings .....	6
Table 4.1 Internal Challenges .....	53
Table 4.1 External Challenges .....	61





## PEDOMAN TRANSLITERASI ARAB-LATIN

### 1. Konsonan

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada halaman berikut:

Huruf Arab	Nama	Huruf Latin	Nama
ا	Alif	tidak dilambangkan	tidak dilambangkan
ب	Ba	B	be
ت	Ta	T	te
ث	ṡa	ṡ	es (dengan titik di atas)
ج	Jim	J	je
ح	ḥa	ḥ	ha (dengan titik di bawah)
خ	Kha	Kh	ka dan ha
د	Dal	D	de
ذ	ḏal	ḏ	zet (dengan titik di atas)
ر	Ra	R	er
ز	Zai	Z	zet
س	Sin	S	es
ش	Syin	Sy	es dan ye
ص	ṡad	ṡ	es (dengan titik di bawah)
ض	ḏad	ḏ	de (dengan titik di bawah)
ط	ṡa	ṡ	te (dengan titik di bawah)
ظ	ḏa	ḏ	zet (dengan titik di bawah)
ع	'ain	'	apostrof terbalik
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
هـ	Ha	H	Ha
ء	Hamzah	'	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (').

## 2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	<i>fathah</i>	a	a
اِ	<i>kasrah</i>	i	i
اُ	<i>ḍammah</i>	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
اَيَّ	<i>fathah dan yā'</i>	ai	a dan i
اَوَّ	<i>fathah dan wau</i>	au	a dan u

Contoh:

كَيْفَ : *kaifa*

هَوَّلَ : *hauḷa*

## 3. Maddah

*Maddah* atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
اَ...   اِ...   اُ...	<i>fathah dan alif atau yā'</i>	ā	a dan garis di atas
اِي...	<i>kasrah dan yā'</i>	ī	i dan garis di atas
اُو...	<i>ḍammah dan wau</i>	ū	u dan garis di atas

Contoh:

مَاتَ : *māṭa*

رَمَى : *ramā*

قِيلَ : *qīla*

يَمُوتُ : *yamūtu*

#### 4. *Ta marbūṭah*

Transliterasi untuk *tā' marbūṭah* ada dua, yaitu: *tā' marbūṭah* yang hidup atau mendapat harakat *fathah*, *kasrah*, dan *ḍammah*, transliterasinya adalah [t]. Sedangkan *tā' marbūṭah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h]. Kalau pada kata yang berakhir dengan *tā' marbūṭah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *tā' marbūṭah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الْأَطْفَالِ : *rauḍah al-aṭfāl*

الْمَدِينَةُ الْفَاضِلَةُ : *al-madīnah al-fāḍilah*

الْحِكْمَةُ : *al-ḥikmah*

#### 5. *Syaddah (Tasydīd)*

*Syaddah* atau *tasydīd* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *tasydīd* ( ّ ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَا : *rabbana*

نَجَّيْنَا : *najjainā*

الْحَقُّ : *al-ḥaqq*

نُعَم : *nu'ima*

عَدُوُّ : *'aduwwun*

Jika huruf *ى* ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* ( ِ ), maka ia ditransliterasi seperti huruf *maddah* menjadi *ī*.

Contoh:

عَلِيٌّ : 'Alī (bukan 'Aliyy atau 'Aly)

عَرَبِيٌّ : 'Arabī (bukan 'Arabiyy atau 'Araby)

#### 6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf *al* (*alif lam ma'arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, *al-*, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung

yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

الشَّمْسُ : *al-syamsu* (bukan *asy-syamsu*)

الزَّلْزَلَةُ : *al-zalزالah* (*az-zalزالah*)

الفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bilādu*

### 7. Hamzah

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُونَ : *ta'murūna*

النَّوْعُ : *al-nau'*

شَيْءٌ : *syai'un*

أُمِرْتُ : *umirtu*

### 8. Penulisan Kata Arab yang Lazim digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an (dari *al-Qur'ān*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

*Fī Zilāl al-Qur'ān*

*Al-Sunnah qabl al-tadwīn*

### 9. Lafz al-Jalālah (الله)

Kata "Allah" yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *muḍāf ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

دِينُ اللَّهِ *dīnullāh* بِاللَّهِ *billāh*

Adapun *tā' marbūṭah* di akhir kata yang disandarkan kepada *lafz al-jalālah*, ditransliterasi dengan huruf [t]. Contoh:

هُم فِي رَحْمَةِ اللَّهِ *hum fī rahmatillāh*

## 10. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (*al-*), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (*Al-*). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang *al-*, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR).

Contoh:

*Wa mā Muḥammadun illā rasūl*

*Inna awwala baitin wuḍi‘a linnāsi lallaẓī bi Bakkata mubārakan*

*Syahru Ramaḍān al-laẓī unzila fih al-Qur‘ān*

Naṣīr al-Dīn al-Ṭūsī

Abū Naṣr al-Farābī

Al-Gazālī

Al-Munqiz min al-Ḍalāl

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abū (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi.

Contoh:

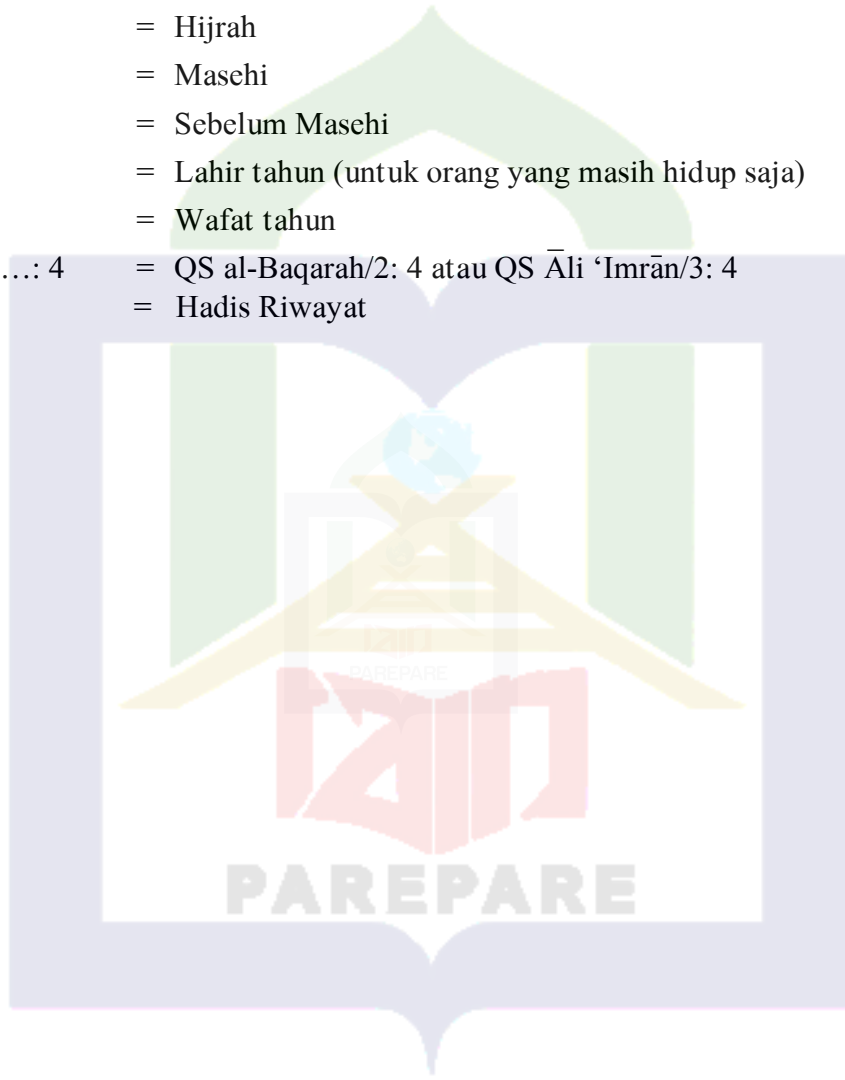
Abū al-Walīd Muḥammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abū al-Walīd Muḥammad (bukan: Rusyd, Abū al-Walīd Muḥammad Ibnu)

Naṣr Ḥāmid Abū Zaīd, ditulis menjadi: Abū Zaīd, Naṣr Ḥāmid (bukan: Zaīd, Naṣr Ḥāmid Abū)

## 11. *Daftar Singkatan*

Beberapa singkatan yang dibakukan adalah:

swt.	= <i>subhānahū wa ta'ālā</i>
saw.	= <i>ṣallallāhu 'alaihi wa sallam</i>
a.s.	= <i>'alaihi al-salām</i>
H	= Hijrah
M	= Maschi
SM	= Sebelum Masehi
l.	= Lahir tahun (untuk orang yang masih hidup saja)
w.	= Wafat tahun
QS .../...: 4	= QS al-Baqarah/2: 4 atau QS Āli 'Imrān/3: 4
HR	= Hadis Riwayat



## ABSTRAK

Nama : Mardhatillah  
NIM : 2020203879102006  
Judul Tesis : Tantangan yang Dihadapi Guru Bahasa Inggris dalam penerapan Kurikulum Merdeka

---

Tujuan penelitian ini adalah untuk mengetahui tantangan apa saja yang dihadapi oleh guru bahasa inggris dalam mengimplementasikan kurikulum merdeka di MAN 2 Parepare.

Penelitian ini menggunakan pendekatan deskriptif kualitatif. Jumlah subjek penelitian ada tiga guru bahasa inggris yang menerapkan kurikulum merdeka di kelas bahasa inggris. Data diperoleh dalam bentuk wawancara, observasi dan dokumentasi. Selanjutnya data dianalisis dengan langkah sebagai berikut yaitu: 1) Pengumpulan data, yakni mengumpulkan semua informasi yang didapatkan melalui wawancara, observasi dan dokumentasi, 2) Reduksi data, yakni memilah data yang didapat untuk dirangkum dan disusun secara sistematis, 3) Penyajian data, yakni memaparkan data yang telah diperoleh di lapangan, 4) Penarikan kesimpulan, yakni merangkum hasil penelitian untuk menjawab rumusan masalah.

Hasil penelitian menunjukkan bahwa guru bahasa inggris di MAN 2 Parepare memiliki beberapa tantangan dalam mengimplementasikan kurikulum merdeka, ditinjau dari dua aspek yaitu tantang internal dan tantangan eksternal. Pada tantangan internal guru dihadapkan oleh lima jenis tantangan yakni; 1) tantangan guru terkait Manajemen kelas;2) Tantangan terkait beban kerja guru;3) Tantangan yang berkaitan dengan motivasi dan kepuasan kerja;4) Tantangan terkait sumber daya dan dukungan;5) Tantangan dalam pengembangan profesional guru;6) Tantangan guru terkait adaptasi dengan teknologi. Sedangkan pada tantangan internal guru dihadapkan oleh lima jenis tantangan yakni;1) Tantangan guru terkait kebijakan pendidikan;2)Tantangan terkait kondisi sosial dan ekonomi;4) tantangan guru terkait partisipasi orang tua;5) Tantangan guru terkait lingkungan.

**Kata kunci:** *Kurikulum Merdeka, guru bahasa inggris, tantangan*

## ABSTRACT

Name : Mardhatillah  
NIM : 2020203879102006  
Title : Challenges Faced by English Teachers in Implementing the  
Independent Curriculum

---

This research aims to identify the challenges faced by English teachers in implementing the Independent Curriculum at MAN 2 Parepare. The study employs a descriptive qualitative approach, with three English teachers who are implementing the Independent Curriculum in their classes serving as the subjects. Data was gathered through interviews, observations, and documentation. The data was then analyzed through the following steps: 1) Data collection, gathering all information from interviews, observations, and documentation; 2) Data reduction, sorting and summarizing the data systematically; 3) Data presentation, displaying the collected data; 4) Drawing conclusions, summarizing the research findings to address the research questions.

The findings reveal that English teachers at MAN 2 Parepare face several challenges in implementing the Independent Curriculum, divided into internal and external challenges. Internal challenges include: 1) Classroom management challenges; 2) Workload challenges; 3) Motivation and job satisfaction challenges; 4) Resource and support challenges; 5) Professional development challenges; 6) Challenges related to technological adaptation. External challenges include: 1) Educational policy challenges; 2) Social condition challenges; 4) Parental participation challenges; 5) Environmental challenges.

**Keywords:** Independent Curriculum, English teachers, challenges



## تجريد البحث

الإسم : مرضاة الله  
رقم التسجيل : 2020203879102006  
موضوع الرسالة : تحديات معلمي اللغة الإنجليزية في تطبيق المنهج مردیکا

هدف البحث يتمثل في معرفة التحديات التي يواجهها معلمو اللغة الإنجليزية في تطبيق المنهج مردیکا في مدرسة مدسة عليا حكومية ٢ باري باري. يستخدم البحث منهجًا نوعيًا وصفيًا. يشارك في البحث ثلاثة معلمين للغة الإنجليزية الذين يطبقون المنهج مردیکا في صفوف اللغة الإنجليزية. تم جمع البيانات من خلال المقابلات، والملاحظة، والتوثيق. بعد ذلك، تم تحليل البيانات وفقًا للخطوات التالية: (١) جمع البيانات، أي تجميع جميع المعلومات التي تم الحصول عليها عبر المقابلات، والملاحظة، والتوثيق، (٢) تقليل البيانات، أي تصفية البيانات التي تم جمعها لتلخيصها وتنظيمها بشكل منهجي، (٣) عرض البيانات، أي تقديم البيانات التي تم جمعها في الميدان، (٤) استخلاص النتائج، أي تلخيص نتائج البحث للإجابة عن أسئلة البحث

تكشف نتائج البحث أن معلمى اللغة الإنجليزية في مدرسة مدسة عليا حكومية ٢ باري باري يواجهون عدة تحديات في تطبيق المنهج مردیکا، والتي يمكن تصنيفها إلى جانبين: التحديات الداخلية والتحديات الخارجية. في جانب التحديات الداخلية، يواجه المعلمون خمس أنواع من التحديات، وهي: (١) تحديات تتعلق بإدارة الصف، (٢) تحديات تتعلق بعبء العمل، (٣) تحديات متعلقة بالدافع ورضا العمل، (٤) تحديات تتعلق بالموارد والدعم، (٥) تحديات في تطوير المهني للمعلمين، (٦) تحديات تتعلق بالتكيف مع التكنولوجيا. أما في جانب التحديات الخارجية، فيواجه المعلمون خمس أنواع من التحديات، وهي: (١) تحديات تتعلق بسياسات التعليم، (٢) تحديات تتعلق بالظروف الاجتماعية والاقتصادية، (٣) تحديات تتعلق بمشاركة أولياء الأمور، (٤) تحديات تتعلق بالبيئة المحيطة.

الكلمات الرئيسية: المنهج مردیکا، معلمو اللغة الإنجليزية، التحديات.

# CHAPTER I

## INTRODUCTION

### *A. Background of Research*

A developed and great nation can be seen from its Human Resources, then in the development of education of a nation will never stop and completed, but always make changes in order to improve the quality of education nationally, for that the dynamics of curriculum education always make innovations change, especially in a policy. So in every policy change especially education policy in Indonesia always experiences some changes curriculum, starting from the KBK curriculum (Competence-Based Curriculum), KTSP (Educational Unit Level Curriculum), K13 (2013 Curriculum).

This curriculum change is a government effort to improve the quality of education, as stated and regulated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, which is the juridical and philosophical basis for implementing curriculum policies for freedom of learning, freedom of thought, freedom to innovate , freedom for independent and creative learning where students and teachers as facilitators have freedom in learning and preparing learning in this regard. The Ministry of Education, Culture, Research and Technology adapts to changing times so that it can prepare a golden generation in the future, one of which is the realization of quality education through the independent learning program<sup>1</sup>.

Indonesia has now started implementing an independent learning program in the world of education which aims to provide a learning atmosphere that is

---

<sup>1</sup> Hendri, N. Merdeka Belajar; Antara Retorika dan Aplikasi. E-Tech: 2020.

demand in order to provide happiness for students and teachers. the independent learning program is one of the independent curriculum programs. The concept of independent learning is one of the efforts of the government to liberate ways of thinking and expression in every learning that takes place in schools.

From the results of various assessments carried out by educational institutions, such as the Computer-Based National Examination (UNBK), National Assessment (AN) it can be analyzed by institutions such as Progress in International Reading Literacy Study (PIRLS), Trends in International Mathematics and Science Study (TIMSS), and the Program for International Student Assessment (PISA), it can be seen that there is a quality gap at the primary and secondary education levels. This condition occurs due to limited access to teachers and quality learning resources and technology for some students, who are still economically disadvantaged (disadvantaged families or commonly called underprivileged families). This situation has begun to be felt by some students, teachers, and education administrators. Independent Learning, has the opportunity to narrow the quality divide, through an ongoing educational intervention program, especially with a flexible and diverse curriculum concept, strengthening school autonomy and teacher capacity (need-based), school principals (instructional management) and technology learning<sup>2</sup>.

The essence of Independent Belajar is to explore the greatest potential for teachers and students to innovate and improve the quality of learning; therefore, equitable access to technology is a necessity.<sup>3</sup>

---

<sup>2</sup> Hendri, N. Merdeka Belajar; Antara Retorika dan Aplikasi. E-Tech: 2020.

<sup>3</sup> Suryani, Novrita and Muspawi, Mohamad and Aprillitavivayarti, Aprillitavivayarti. *Mplementasi Kurikulum Merdeka Belajar Di Sekolah Penggerak Sman 10 Kota Jambi, Unpublished Thesis, 2022. P.3*

Independent Curriculum revitalizes the education system to build key competencies so that learning activities become enjoyable. In the pedagogy category, independent learning encourages competency and values based, curriculum, and assessment; as well as individual needs-based and student-centered approaches. In the curriculum category, independent Learning forms a competency-based curriculum, focusing on soft skills and character development, while in the assessment system category<sup>4</sup>.

According to Butar, the government gives freedom in terms of the curriculum used by each school. It's just how each school as an education unit responds in implementing this policy by implementing it in each school in accordance with the goals to be achieved by the school<sup>5</sup>. The independent curriculum provides flexibility for educators to create quality learning that suits the needs and learning environment of students<sup>6</sup>. Kemdikbudristek created an Independent Curriculum with the aim of having learning that is in accordance with the capacity of students, educators, and educational units. It is recommended that the implementation of the Independent Curriculum be carried out in stages according to the conditions of each school. There are several stages formulated by the Ministry of Education and Culture so that educational units can determine achievement targets from implementing the Independent Curriculum in their respective schools, but these stages are not a rule that must be followed by educational units<sup>7</sup>. of course to apply the independent curriculum requires a lot of

---

<sup>4</sup> Buku Merdeka Belajar, Program Sekolah Pengerak, Kemendikbud ristek. (2021), P.34

<sup>5</sup> Suryani, Novrita and Muspawi, Mohamad and Aprillitavivayarti, Aprillitavivayarti., 2022. P.4

<sup>6</sup> Kemendikbud..go.id.kurikulum-merdeka, 2023, (Access on 02 Mei 2023)

<sup>7</sup> Kemendikbudristek, BSKAP. "Tahapan Implementasi Kurikulum Merdeka di Satuan Pendidikan", 2022, P.3

preparation both in terms of school facilities and infrastructure as well as from teacher readiness.

The readiness of supporting facilities, both technologically and innovatively, needs to be improved so that the quality and quality of teachers is in accordance with the ceiling of the independent curriculum that has been made by the ministry. Obstacles that are often encountered in the implementation of the curriculum will be things that cannot make the implementation of the independent curriculum well. Like not being familiar with the learning environment survey, the learning character survey for both teachers and students.

In implementing an independent Curriculum especially for English subjects, teacher professionalism faces serious challenges because the experience and background of teachers can influence the decision whether they want to implement a new curriculum or program to attend professional development programs or not<sup>8</sup>. The role and challenges of teachers are of particular concern in the new curriculum policy. This curriculum considered capable of restoring and restoring the teacher's position with such flexibility. This goes hand in hand with the opinion (Daga, 2021) teacher freedom in the learning process is the meaning of independent in real learning. The challenges faced by teachers in implementing the independent curriculum certainly come from internal and external sources. but in this study researcher will focus on internal factors but there is a possibility that researcher will develop external factors if they are related. This challenge will be thoroughly discussed in the theoretical review in the next chapter.

Based on the description above, the author tries to do research with the title **“THE CHALLENGES FACED BY EFL TEACHERS IN IMPLEMENTING INDEPENDENT CURRICULUM”**

---

<sup>8</sup> Whitworth & Chiu, *The Importance of teacher professional Development*, 2015. P.5

### **B. *Research Question***

The research questions are essential element of the research because it would lead and frame the process of the research. In accordance with the background, this research elaborates with research question: what are the Teachers' challenges in implementing independent curriculum?

### **C. *Purpose of the Research***

Relevant to the research question above, this research has one purpose that is to identify the challenges face by English teacher in implementing independent curriculum .

### **D. *Significance of Research***

Results are expected to be a benefit to all parties, especially those related to the world of education, among others, as follows:

1. **Theoretical Benefits** Theoretically This research is expected to contribute and benefit the interests of science, especially in IAIN Parepare. This contribution is related to the challenges faced by EFL teachers in implementing independent curriculum.
2. **Practical Benefits**
  - a) **For Students** The results of this study are expected to be used as materials for efforts to improve student learning effectiveness to obtain maximum results
  - b) **For teacher** As self-evaluation materials to become professional educators to improve the quality, process, and student learning outcomes.
3. **For Researchers** The results of this study are expected to increase the knowledge of researchers to develop insights and as an initial step to obtaining an Master's degree.

## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Previous Related Research Findings

Many studies have been performed by the researcher related to description of English teacher' challenges in implementing independent curriculum. Some of them are mentioned with their report as follows :

**Table 2.1 Research findings**

No.	Researcher	Research Title	Research Methodology and Purpose
1.	Enjelli Hehakaya and Delvyn Pollatu (2022) <sup>9</sup>	“Teachers’ Problematic in Implementing Independent Curriculum”	By utilizing literature review methods and data analysis techniques, the researcher describes the problematic faced by teachers in implementing the independent curriculum in schools.
2.	Mei Nur Rusmiati, et al (2023) <sup>10</sup>	"Analysis of the Problems in Implementing the Independent Curriculum in	The method employed involves a qualitative approach and descriptive method. The research aims to analyze various problems in

---

<sup>9</sup> Enjelli Hehakaya and Delvyn Pollatu, “Teachers’ Problematic in Implementing Independent Curriculum”, *Journal of Pendidikan: DIDAXEI*, Vol. 3, No.2/ 2022.

<sup>10</sup> Mei Nur Rusmiati, et al, “Analysis of the Problems in Implementing the Independent Curriculum in Schools Basis”, *Journal of Kajian Penelitian dan Pendidikan dan Pembelajaran*, Vol.7, No.2/2023.

No.	Researcher	Research Title	Research Methodology and Purpose
		Schools Basis"	the implementation of the independent curriculum at the elementary school level.
3.	Hendra Susanti, et al (2023) <sup>11</sup>	"The Problematic Independent Curriculum Implementation at State Junior High School 5 Padang Panjang"	The research is conducted through qualitative field research. This study aims to understand and describe the problems in the implementation of the independent curriculum at SMPN 5 Padang Panjang.
4.	Nabillatus Solikhah and Aktim Wahyuni (2023) <sup>12</sup>	"Analysis of the Problematics in Implementing the Independent Curriculum at Elementary Schools"	The data collection method is conducted qualitatively using data analysis techniques based on Miles and Huberman's theory, involving three steps: data condensation, data presentation, and drawing conclusions or verification. This research aims to analyze

<sup>11</sup> Hendra Susanti, et al, "Independent Curriculum Implementation at State Junior High School 5 Padang Panjang", *Journal of Keislaman dan Ilmu Pendidikan*, Vol. 3, No. 1/Januari 2023, p. 54-65.

<sup>12</sup> Nabillatus Solikhah and Aktim Wahyuni, "Analysis of the Problematics in Implementing the Independent Curriculum at Elementary Schools", *Journal of Ilmiah Pendidikan Dasar*, Vol. 08, No. 02/ September 2023, p. 4625.



No.	Researcher	Research Title	Research Methodology and Purpose
			the challenges in the implementation of the independent learning curriculum at SDN Pamotan.
5.	Erwin Simon Paulus Olak Wuwur (2023) <sup>13</sup>	"The Problems of Implementing the Independent Curriculum at Elementary Schools"	"Utilizing a descriptive qualitative research method, this study aims to discover solutions or steps that can be taken to address the problems in implementing the Independent Curriculum at the elementary school level and ensure that the objectives of the Independent Curriculum are achieved successfully."
6.	Siti Zulaiha, et al (2022) <sup>14</sup>	"The problems of Teachers in Implementing the Independent Learning Curriculum"	"This research employs a qualitative approach with a descriptive research design. The objective of this study is to understand the

<sup>13</sup> Erwin Simon Paulus Olak Wuwur, "The Problems of Implementing the Independent Curriculum at Elementary Schools", *Journal of Soko Guru*, Vol 3, No. 1/ April 2023, p. 1-9.

<sup>14</sup> Siti Zulaiha, et al, "The problems of Teachers in Implementing the Independent Learning Curriculum", *Journal of Pendidikan dan Pembelajaran Dasar*, Vol 9, No 2/ November 2022.

No.	Researcher	Research Title	Research Methodology and Purpose
			implementation of the Independent Learning Curriculum, the problems faced by teachers in implementing it, and the efforts made by teachers to address the problems in the application of the Independent Learning Curriculum for students in grades I and IV at SDN 17 Rejang Lebong."
7.	Fir Tri Ajeng Oktavia, et al (2023) <sup>15</sup>	"The Problems of Implementing the Independent Learning Curriculum in Mathematics Education at State Vocational High School 2 Pacitan"	The research method employed in this study is qualitative descriptive survey. The aim of this research is to provide analysis and information on the phenomena occurring in the implementation of mathematics learning in the Independent Learning Curriculum at State

<sup>15</sup> Fir Tri Ajeng Oktavia, et al, "The Problems of Implementing the Independent Learning Curriculum in Mathematics Education at State Vocational High School 2 Pacitan", *Journal of EDUMATIC: Jurnal pendidikan Matematika*, Vol.4, No. 1/ Januari 2022, p.14-23.

No.	Researcher	Research Title	Research Methodology and Purpose
			Vocational High School 2 Pacitan."
8.	Faridahtul Jannah, et al (2022) <sup>16</sup>	"The Problems in Implementing the Independent Learning Curriculum 2022"	"The data analysis for this research utilizes descriptive analysis. The aim of this study is to analyze the problems experienced by schools in implementing the Independent Learning Curriculum."
9.	Restesa Rahmayumitaa and Nurkhairo Hidayati (2023) <sup>17</sup>	"Independent Curriculum: Challenges and Implementation in Biology Learning"	"This study employs a literature review with a qualitative approach. The research aims to examine the challenges of implementing the independent curriculum in biology learning."
10.	Femberianus Sunario	"The Challenges of Implementing the	Tujuan penelitian yaitu untuk mengetahui tantangan yang

<sup>16</sup> Faridahtul Jannah, et al, "The Problems in Implementing the Independent Learning Curriculum 2022", *Journal of Al YAZIDIY: Ilmu Sosial, Humaniora, dan Pendidikan*, Vol.4, No.2/ Oktober 2022, p. 55-65.

<sup>17</sup> Restesa Rahmayumitaa and Nurkhairo Hidayati, "Independent Curriculum: Challenges and Implementation in Biology Learning", *Journal of Biology and Education Journal*, Vol. 3, No. 1/ Juni 2023, p. 1-9.

No.	Researcher	Research Title	Research Methodology and Purpose
	Tanggu (2023) <sup>18</sup>	Independent Curriculum for Elementary School Teachers in Rural Areas of Sumba Island"	dihadapi guru dalam menerapkan kurikulum merdeka di sekolah dasar wilayah pedesaan pulau Sumba. Jenis penelitian ini adalah kualitatif dengan pendekatan deskriptif. Penelitian ini menggunakan tiga teknik pengumpulan data yaitu, Observasi terlibat (participatory research), Wawancara (Interview) dengan penggunaan pedoman (interview guide)
11.	Abdul Fattah Nasution (2023) <sup>19</sup>	"Obstacles and Challenges in Implementing the Independent Curriculum at MTS	"This research is a descriptive qualitative study. The study is conducted in response to the government's issuance of new regulations regarding the

<sup>18</sup> Femberianus Sunario Tanggu, "The Challenges of Implementing the Independent Curriculum for Elementary School Teachers in Rural Areas of Sumba Island", *Journal of HINEF : Jurnal Rumpun Ilmu Pendidikan*, Vol. 2, No. 2/Agustus 2023, p. 23.

<sup>19</sup> Abdul Fattah Nasution, "Obstacles and Challenges in Implementing the Independent Curriculum at MTS Raudlatul Uluum Aek Nabara Labuhanbatu", *Journal of Journal on Education*, Vol. 05, No. 04/Mei-Agustus 2023, p. 17308- 17313.

No.	Researcher	Research Title	Research Methodology and Purpose
		Raudlatul Uluum Aek Nabara Labuhanbatu"	curriculum, specifically the implementation of the independent curriculum, which focuses on students' abilities/character."
12.	Okki Yansah, et al (2023) <sup>20</sup>	"Implementation of the Independent Curriculum Policy in Elementary Schools: Challenges and Opportunities"	"By employing a phenomenological approach, this research is conducted to analyze the implementation of the Independent Curriculum at Al-Anshory Boarding School, Cirebon City."
13.	Nurul Qomariyah and Muliatul Maghfiroh (2020) <sup>21</sup>	"The Transition from Curriculum 2013 to Independent Curriculum: Roles and Challenges in Educational Institutions"	"The research method and approach employed in this study are library research. The objectives of this research are firstly to analyze the transition of the independent learning curriculum as a form of new innovation for educational

<sup>20</sup> Okki Yansah, et al, "Implementation of the Independent Curriculum Policy in Elementary Schools: Challenges and Opportunities", *Journal of Information Systems and Management*, Vol. 02, No. 05/ October 2023, p.48.

<sup>21</sup> Nurul Qomariyah and Muliatul Maghfiroh, "The Transition from Curriculum 2013 to Independent Curriculum: Roles and Challenges in Educational Institutions", *Journal of Gunung Djati Conference Series: Islamic Religion Education Conference I-Recon*, Vol.10/ 2022.

No.	Researcher	Research Title	Research Methodology and Purpose
			recovery post the COVID-19 pandemic. Secondly, to examine the roles and challenges of educational institutions in implementing the independent learning curriculum."
14.	Moh. Yusuf Efendi and Fahru Rozi (2022) <sup>22</sup>	"The Learning Strategies of Islamic Religious Education Teachers in Facing the Implementation of the Independent Curriculum at MAN 4 Bojonegoro, East Java"	"This research is a qualitative descriptive field study with a normative theological, psychopedagogical, and phenomenological approach. The article describes the learning strategies of Islamic religious education teachers in facing the implementation of the independent curriculum at MAN 4 Bojonegoro."
15.	Dendi Wijaya Saputra and Muhamad	"The Perception of Elementary School Teachers in North	"A qualitative design is implemented and conducted with elementary school

<sup>22</sup> Moh. Yusuf Efendi and Fahru Rozi, "The Learning Strategies of Islamic Religious Education Teachers in Facing the Implementation of the Independent Curriculum at MAN 4 Bojonegoro, East Java", *Journal of Pendidikan dan Konseling*, Vol. 4, No.6 /2022, p.7731.

No.	Researcher	Research Title	Research Methodology and Purpose
	Sofian Hadi (2022) <sup>23</sup>	Jakarta and Thousand Islands Regarding the Independent Curriculum"	teachers in North Jakarta and Thousand Islands. This research discusses teachers' perceptions of the new curriculum, namely the Independent Curriculum."
16.	Sunarni and Hari Karyono (2023) <sup>24</sup>	"Teachers' Perceptions of the Implementation of the Independent Learning Curriculum in Elementary Schools"	"This research is qualitative in nature. The aim of this study is to describe teachers' perceptions of the implementation of the independent curriculum in elementary schools."
17.	Nanik Indahwat, et al (2023) <sup>25</sup>	"Teachers' Perception of the Independent Learning Curriculum: An Analysis in Terms of Knowledge and	"This descriptive study was conducted in the Surabaya region, involving 135 Physical Education teachers from elementary, junior high, and

<sup>23</sup> Dendi Wijaya Saputra and Muhamad Sofian Hadi, "The Perception of Elementary School Teachers in North Jakarta and Thousand Islands Regarding the Independent Curriculum", *Journal of Holistika : Jurnal Ilmiah PGSD*, Vol. 6, No. 1/ Mei 2022, p.28.

<sup>24</sup> Sunarni and Hari Karyono, "Teachers' Perceptions of the Implementation of the Independent Learning Curriculum in Elementary Schools", *Journal of Journal on Education*, Vol. 05, No. 02/Januari-Februari 2023, p. 1613-1620.

<sup>25</sup> Nanik Indahwat, et al, "Teachers' Perception of the Independent Learning Curriculum: An Analysis in Terms of Knowledge and Beliefs", *Journal of Multilateral: Jurnal Pendidikan Jasmani dan Olahraga*, Vol.22, No.2/Juni 2023, p. 144-154.

No.	Researcher	Research Title	Research Methodology and Purpose
		Beliefs"	senior high schools. The research aims to reveal the Physical Education teachers' perceptions of the independent learning curriculum and its implications on learning outcomes."
18.	Nur Astri Fifani, et al (2023) <sup>26</sup>	"Analysis of Teachers' Difficulties in Implementing the Independent Curriculum in Elementary Schools in Batusangkar City"	"This study employs a qualitative research approach. The aim of the research is to elucidate the difficulties faced by teachers in implementing the independent curriculum in elementary schools, particularly in Grade IV."
19.	Yatmi Prihatien , et al (2023) <sup>27</sup>	"Analysis of Teachers' Difficulties in Implementing the Independent Curriculum at State	"This study is a qualitative research with a descriptive approach conducted at State Elementary School 02 Janapria. The research aims to

<sup>26</sup> Nur Astri Fifani, et al, "Analysis of Teachers' Difficulties in Implementing the Independent Curriculum in Elementary Schools in Batusangkar City", *Journal of Jurnal Pendas Mahakam*, Vol. 8, No.1/ Juni 2023, p. 19-27

<sup>27</sup> Yatmi Prihatien , et al, "Analysis of Teachers' Difficulties in Implementing the Independent Curriculum at State Elementary School 02 Janapria", *Journal of Journal on Education*, Vol. 06, No. 01/ September-Desember 2023, p. 9232- 9244.



No.	Researcher	Research Title	Research Methodology and Purpose
		Elementary School 02 Janapria"	identify teachers' difficulties in implementing the independent curriculum, the factors causing difficulties for teachers in implementing the independent curriculum, and the efforts made by teachers to overcome the difficulties in implementing the independent curriculum."
20.	Anisya Al Husna and Henry Aditia Rigianti (2023) <sup>28</sup>	"Analysis of Teachers' Difficulties During the Learning Process during the Transition from Curriculum 2013 to Independent Curriculum in Elementary Schools"	"Research method used in this study is literature review method by collecting several articles or journals used as a guide and information in conducting research. In this article, the author will analyze the difficulties experienced by teachers during the curriculum transition process in the learning process and the challenges faced by teachers

<sup>28</sup> Anisya Al Husna and Henry Aditia Rigianti, "Analysis of Teachers' Difficulties During the Learning Process during the Transition from Curriculum 2013 to Independent Curriculum in Elementary Schools", *Journal of BASICEDU*, Vol. 7, No. 5/ 2023, p. 3018 – 3026.

No.	Researcher	Research Title	Research Methodology and Purpose
			when two curricula are implemented simultaneously in elementary schools."

The first issue regarding the problems faced by teachers in implementing the Independent Curriculum by Enjelli Hehakaya and Delvyn Pollatu (2022), Mei Nur Rusmiati, et al (2023), Hendra Susanti, et al (2023), Nabillatus Solikhah and Aktim Wahyuni (2023), Erwin Simon Paulus Olak Wuwur (2023), Siti Zulaiha, et al (2022), Fir Tri Ajeng Oktavia, et al (2023), and Faridahtul Jannah, et al (2022). Their research results indicate that there are several issues for teachers in implementing the Independent Curriculum, namely; 1) lack of teacher understanding about the preparation of teaching modules; 2) teachers face problems in analyzing CP, TP, and ATP; 3) Lack of teacher understanding related to the implementation of Independent Curriculum-based learning and assessment; 4) Lack of teacher understanding of models, methods, and strategies based on the Independent Curriculum; 5) Teachers are still unfamiliar with IT; 6) Insufficient learning facilities and infrastructure.

The second issue regarding the challenges faced by teachers in implementing the Independent Curriculum by Restesa Rahmayumitaa and Nurkhairo Hidayati (2023), Femberianus Sunario Tangu (2023), Abdul Fattah Nasution (2023), Okki Yansah, et al (2023), and Nurul Qomariyah and Muliatul Maghfiroh (2020). Their research results indicate several challenges for teachers in implementing the Independent Curriculum, including; 1) Teachers need in-

depth guidance in adapting the Independent Curriculum into the planning, implementation, and assessment of learning; 2) a challenge for teachers in analyzing CP, TP, and ATP in the Independent Curriculum; and 3) the insufficient digital technology skills of teachers.

The third issue regarding teachers' strategies in facing the Independent Curriculum by Moh. Yusuf Efendi and Fahru Rozi (2022). The results of their research show that there are several strategies that teachers use to face the Independent Curriculum, namely; 1) Formulating learning objectives (TP); 2) Choosing learning experiences that students will receive; 3) determining teaching and learning activities; 4) determining who is involved in the learning process; 5) determining tools and teaching materials; 6) paying attention to the availability of physical facilities; and 7) planning evaluation and development processes.

The fourth issue regarding teachers' perceptions of the implementation of the Independent Curriculum by Dendi Wijaya Saputra and Muhamad Sofian Hadi (2022), Sunarni and Hari Karyono (2023), and Nanik Indahwat, et al (2023). Their research results indicate that teachers have a positive perception of the Independent Curriculum, but this positive perception is influenced by several factors, namely teacher teaching experience, educational background, teacher training, personal experience, and teacher education degrees. It is followed by knowledge about what the curriculum is, the curriculum goals, the curriculum content, the curriculum process, assessment, and adequate understanding, believing that the Independent Curriculum can lead students to achieve learning goals.

The fifth issue regarding the difficulties faced by teachers in the implementation of the Independent Curriculum by Nur Astri Fifani, et al (2023), Yatmi Prihatien, et al (2023), Anisya Al Husna and Henry Aditia Rigianti (2023). Their research results indicate several difficulties experienced by teachers in implementing the Independent Curriculum, namely; 1) difficulties in planning, namely learning module; 2) difficulties in implementing differentiated learning; 3) difficulties in preparing and implementing assessments, namely diagnostic, formative, and summative assessments; 4) teachers' difficulties in integrating technology-based learning media; 5) limited Independent Curriculum-based learning resources.

After explaining the research results regarding the implementation of the Independent Curriculum, the current researcher found that the challenges of English teachers in implementing the Independent Curriculum into their teaching have not received much attention from previous researchers. Teacher challenges in the field are one of the determining factors in implementing the new curriculum. How well the government plans its curriculum ultimately depends on the quality of teachers in the field. Teachers need to have the ability to teach students in a way that is challenging, fun, motivating and inspiring, as well as giving them opportunities to develop skills in accordance with curriculum requirements. Therefore, the qualifications and willingness of teachers to follow the guidelines and directions for curriculum renewal need to be considered. Therefore, researchers will conduct research on the challenges of English teachers in implementing the Independent Curriculum into their classroom teaching.

## B. Some Pertinent Idea

### 1. Challenges

#### a. Definition of Challenge

So in this case, definition of challenge related to online appraisal by English educator is circumstance that instructor ought to be confronted by considering the arrangement to illuminate the issue in evaluating understudies based on the curriculum standard of students' capacity. When educator welcomes understudies to lock in with bigger issues confronting them, their school, the community, or past in ways that require them to thrust their learning past the dividers of the classroom, educator is showing them with beyond-classroom challenges, which are constantly complex<sup>29</sup>.

Challenge is the tendency to view a change in one's life as something natural and can anticipate this change as a very useful stimulus for development and view life as a fun challenge. Individuals with high-challenge hardiness expect change and see stressful conditions as a challenge that offers opportunities for growth. They are always moving dynamically, have a strong desire to move forward, and find easier ways to eliminate or reduce stressful situations and don't see stress as an obstacle. When they are faced with something difficult, they see it as a challenge, not an obstacle<sup>30</sup>.

Challenge is an individual's tendency to view a change not as a threat but as something normal in life and an opportunity to develop and grow up.

from the definition above we can conclude that naturally challenges come from ourselves which can motivate and grow to be even better.

---

<sup>29</sup> UMMUBISMA PALRA, *Analysis Of Teachers' Challenge In Online English Learning Assessment*, (Unpublished Thesis of IAIN Parepare), 2022, P.15

<sup>30</sup> <https://www.kajianpustaka.com/2021/10/ketangguhan-hardiness.html>, 2023, (Access on Mei 2023)

## b. Kinds of Challenges

There are two challenges in managing human resources, namely internal and external challenges according to Mangkuprawira in 2011. Internal challenges relate to difficulties in implementing strategy or planning, limited quality of existing resources, difficulties in management and decision making. Meanwhile, external challenges are related to increasingly complex economic, legal, political, social, cultural, scientific, technological and environmental pressures.<sup>31</sup>

Internal and external challenges are two types of obstacles or hindrances faced by individuals, organizations, or companies. Here is a further explanation of each:

- Internal Challenges

Internal challenges are obstacles that originate from within the organization or individual. Some examples of internal challenges include:

- a) Management and Leadership:<sup>32</sup>
  - Poor or ineffective leadership quality.
  - Lack of clear vision or direction.
- b) Human Resources:<sup>33</sup>
  - Lack of skills or knowledge among employees.
  - Low levels of motivation and job satisfaction.
  - Internal conflicts between employees or departments.

---

<sup>31</sup> Mangkuprawira, Sjafrri. 2011. *Manajemen Sumber Daya Manusia Strategik* (edisi kedua).

Ghalia Indonesia: Bogor.

<sup>32</sup> Yukl, G. 2013. *Leadership in Organization*, 8th Edition. London: Pearson Education.

<sup>33</sup> Dessler, G. (2020). *Human Resource Management* (16th ed.). New York: Pearson Education.

- c) Finance:<sup>34</sup>
  - Poor financial management.
  - Lack of funds or capital to run operations.
- d) Processes and Operations:<sup>35</sup>
  - Inefficient or outdated business processes.
  - Inability to adapt to technological changes.
- e) Organizational Culture:<sup>36</sup>
  - Organizational culture that does not support innovation or collaboration.
  - Resistance to change.
- a. External Challenges
 

External challenges are obstacles that originate from outside the organization or individual. Some examples of external challenges include:

  - f) Economic:<sup>37</sup>
    - Changes in economic conditions, such as recession or inflation.
    - Fluctuations in currency or commodity prices.
  - g) Political and Regulatory:<sup>38</sup>
    - Changes in government policies or regulations affecting the industry.
    - Political stability affecting business operations.

---

<sup>34</sup> Brigham, E. F., & Ehrhardt, M. C. (2017). *Financial Management : Theory & Practice* (15th ed.). Massachusetts: Cengage Learning.

<sup>35</sup> Heizer, J., Render, B., & Munson, C. (2017). *Operations Management: Sustainability and Supply Chain Management*. In Edinburgh: Pearson Education Limited.

<sup>36</sup> Schein, Edgar H., (2010), "Organizational Culture and Leadership", Jossey Bass, San Francisco.

<sup>37</sup> Hill, Charles W.L. (2012). *International Business: Competing in the Global Marketplace* (9th edition). New York : McGrawHill.

<sup>38</sup> Hill,C.W.L...

h) Technology:<sup>39</sup>

- Rapid technological advancements requiring organizations to continuously innovate.

- Threats from competitors using new technologies.

i) Social and Demographic:<sup>40</sup>

- Changes in consumer preferences or behaviour.

- Demographic changes, such as an aging population or urbanization.

j) Environmental:<sup>41</sup>

- Climate change or natural disasters affecting operations.

- Pressure from environmental groups or society for sustainable business practices.

c. Challenges in Teaching

Teachers face various challenges in carrying out their duties. These challenges can be internal or external and can affect the effectiveness of teaching and the well-being of teachers. Here are some common challenges faced by teachers along with their explanations:

- Internal Challenges

a) Classroom Management

---

<sup>39</sup> Brynjolfsson, Erik, dan Lorin M Hitt. 2000. "Beyond Computation: Information Technology, Organizational Transformation and Business Performance."

Journal of Economic Perspectives 14 (4): 23–48. <https://doi.org/10.1257/jep.14.4.23>.

<sup>40</sup> Kotler, P., & Keller, K. L. (2016). Marketing Management. 15th Edition. Harlow Pearson Education Limite

<sup>41</sup> Hart, S. L. (1997). Beyond greening: strategies for a sustainable world. Harvard business

review, 75(1), 66-77.



Managing a diverse classroom with various student characters is a significant challenge. Teachers must be able to create a conducive learning environment, address disruptive behavior, and ensure all students are actively engaged in the learning process.

b) Workload and Stress

Teachers often have to handle many administrative tasks in addition to teaching, such as lesson planning, grading student work, and attending meetings. This can lead to high levels of fatigue and stress.

c) Professional Development

Teachers need to continuously develop their skills and stay updated with the latest developments in the field of education. However, time and resource constraints often pose obstacles to attending training and professional development.

d) Motivation and Job Satisfaction

Maintaining high levels of motivation and job satisfaction is a challenge, especially when facing pressure from various parties, such as students, parents, and school administration.

e) Adaptation to Technology

Integrating technology into the learning process requires new skills and quick adaptation. Teachers must master digital tools and platforms to support effective teaching.

- External Challenges

a) Educational Policies

Changes in educational policies, such as new curricula or additional regulations, can pose challenges for teachers in adjusting their teaching methods.

b) Pressure from Parents and Society

Teachers often have to meet high expectations from parents and society, which can add to their pressure and workload.

c) Limited Resources

Lack of resources, such as books, teaching aids, and adequate facilities, can hinder effective learning processes.

d) Student Diversity

Students come from diverse backgrounds, including culture, language, and special educational needs. Teachers must be able to accommodate this diversity to ensure all students receive equitable education.

e) Social and Economic Changes

Changing social and economic conditions can affect students' learning conditions. For instance, students from low economic backgrounds may face more difficulties in accessing quality education.

d. Challenges in Implementing Independent Curriculum

To change the curriculum, of course, it takes quite a long time to adapt from the old curriculum to the new curriculum. Currently the independent curriculum has been implemented in several educational institutions. In its application there are found to be problems and challenges that must be overcome to support a good and efficient learning process based on the applicable curriculum. There are several challenges faced by teachers in implementing the

independent curriculum. researchers will discuss more deeply about the challenges faced by teachers in implementing the independent curriculum.

The challenge of actualizing the autonomous educational programs is confronting mechanical improvements within the industry 4.0 period in schools the put of this inquire about is more to the usage of learning counting 1) requests for expanding competence nonstop instructor; 2) requests for the accessibility of existing framework satisfactory; and 3) requests for autonomy of instructive educate.

The comes about of this consider emphasize that the usage of the independent learning educational programs within the period of the mechanical insurgency 4.0 requires each instructive institution to be able to keep up with the progressively fast advancements in data and innovation. Innovative advancements will be an critical portion of the usage of instruction. Subsequently, each segment in instructive educate, particularly instructors

As the initiate of carrying out the center exercises of the school, it must be able to plan itself to confront changes that request expanded competency where learning frameworks and innovation are two sides of a coin. Instructors must be able to enhance within the learning handle by utilizing innovation. Joenaidy (2019) contends that within the setting of existing learning, adopting and creating existing learning strategies with different inventiveness carried out by the educator is the primary step in learning<sup>42</sup>

According to Mugni Mustari the challenges faced by teacher in implementing independent curriculum as follow<sup>43</sup> :

---

<sup>42</sup> Sehat Sinulingga, *Tantangan Implementasi Kurikulum Merdeka Menghadapi Perkembangan Tehnologi Di Era Revolusi Industri 4.0*, (Published Journal), 2022.

<sup>43</sup> Mugni Mustari, . P.9

- 1) The complexity of understanding actors in the world of education in interpreting the implementation of the curriculum Independent

The first challenge is related to implementation of independent curriculum is the complexity of understanding actors in the world of education interpret the implementation of the independent curriculum. This is appropriate with the study of Spillane et al. (2002) that complexity the implementation process at the educational unit level occurs since policy actors at the local level (teachers, heads schools, local government) interpret or interpret policy. The process of meaning (sensemaking) of the independent curriculum is increasingly complex with this debate, agreement and compromise among the various stakeholders in education units and government area and center. This led to a decision made by grassroots (street-level) bureaucrats bureaucrats), namely teachers, principals and the government areas related to the independent curriculum are often different with the curriculum issued by the government (intended curriculum)

- 2) Competence and creativity of teachers (facilitators) in implementing the Independent Curriculum.

The second challenge related to the implementation of the independent curriculum is the development of teacher competence in addressing the independent curriculum policy which must be adapted to the school's operational curriculum, student characteristics and the social, cultural and geographical conditions of the school. Even though teachers have received various external supports to increase teacher competence such as training and independent curriculum seminars, independent teaching platforms that provide easy access to sharing ideas about tools, teachers (facilitators) are still experiencing challenges in developing appropriate learning tools. The creativity of the teacher (facilitator) in knitting learning tools according to the characteristics of students and schools

needs to be accompanied by strengthening the understanding of the typical natural school curriculum along with the independent curriculum.

In addition to external factors, improving teacher competence also requires internal supporting factors such as motivation from within the teacher to continue learning and developing for the better. Teachers are expected to be able to realize their important role as a profession that provides public service in the field of education that is able to bring prosperity in the future for the next generation of the nation. Several other efforts that can be made to develop teacher creativity are (1) Providing guidance and development, (2) Providing rewards for teachers who have high creativity, (3) Apprentice teachers, (4) Conduct case studies, (5) Create a pleasant working atmosphere, (6) Provide freedom and (7) Provide supervision.

### 3) Supervision of independent curriculum implementation

Supervision of teachers regarding the implementation of the independent curriculum has an important role. Hartanto and Purwanto explain that teacher supervision can provide benefits in the form of developing professionalism and increasing performance teachers in implementing the independent curriculum in educational institution. Good teacher performance has an impact on the implementation of quality learning. Supervision of teachers is also to assist teachers in overcoming difficulties encountered in order to improve the quality of learning<sup>44</sup>. Supervision is expected to be more intensive and periodic and accompanied by feedback meaningful feedback as a form of response to the constraints experienced by the teacher (facilitator) in implementing the independent curriculum. Monitoring and evaluation activities also need to be carried out thoroughly for the purpose of improving the quality of implementation Independent Curriculum to the next stage (BSKAP, 2022) is closely related to the

---

<sup>44</sup> Hartanto, Setyo., Purwanto, Sodik. Jakarta. Hartanto, Direktorat Jenderal Guru dan Tenaga Kependidikan. 2019.

principles of learning and assessment of the Independent Curriculum and the Special Curriculum of the School concerned if it is private Islam, and the role of the Principal and the Curriculum Team in motivating teachers (facilitators) regarding the implementation of the Independent Curriculum. Meanwhile, the challenges What most schools experience in implementing the Independent Curriculum is the complexity of the understanding of education actors in interpreting the implementation of the Independent Curriculum, the competence and creativity of teachers (facilitators) in implementing the Independent Curriculum and supervising the implementation of the Independent Curriculum.

Discoveries related to the opportunities and challenges of implementing the Independent Curriculum in Nature Schools It is hoped that this will be a consideration for schools, teachers and the government in taking appropriate policies so that the objectives of the independent learning curriculum can be achieved effectively.

This discovery is also expected to be useful as additional knowledge in further educational research. Efforts that can be made to increase opportunities and minimize challenges to the implementation of the Independent Curriculum are to establish openness, trust, and directed discussion for planning evaluation, implementation of the ongoing independent curriculum in schools between teachers, principals, school supervisors, parents, local government as well as stakeholders others in education.

Meanwhile, According to Muqorobin headmaster of SMA Avicenna Jagakarsa in KEMDIKBUD site said that there were challenges in implementing the independent curriculum as follows<sup>45</sup> :

---

<sup>45</sup> Muqorobin, [kspstendik.kemdikbud.go.id/read-news/tantangan-dalam-penerapan-kurikulum-merdeka](https://kspstendik.kemdikbud.go.id/read-news/tantangan-dalam-penerapan-kurikulum-merdeka), (KEMDIKBUD site), 2023

The First, the challenge of the readiness of human resources (teachers) as the main pillar of implementing the independent curriculum. The existence of teachers in implementing the independent curriculum is a locomotive and driving force for the success of various independent learning programs such as differentiated learning, implementing projects to strengthen Pancasila student profiles and learning assessments and empowering technology as a learning support tool. Therefore, strengthening the existence of teachers through development programs according to needs needs to be carried out continuously and consistently, especially if you look at the results of the teacher professional development program so far it has not had a significant impact on improving quality in Indonesia.

The scope of teacher competency development is of course not only in theoretical and knowledge-based aspects, but also in strengthening psychological, cultural, skills and adaptive attitudes to the development of social dynamics. Strengthening and changing the teacher's paradigm (paradigm shift) can be a priority in development programs, the goal is to provide philosophical provisions, restore idealism and encouragement to always be adaptive in every change. Various development efforts that can be carried out by the education unit through initial brainstorming, in-house training, workshops, focus group discussion (FGD) activities between teachers, seminars, forum sharing of good practices and group empowerment of the subject teacher deliberation program (MGMP) and being involved in empowering the independent teaching platform (PMM). Without these efforts to develop teacher competence, the inevitability of achieving and optimizing the teacher's role in implementing the independent curriculum will encounter obstacles and may become a new problem.

The second, challenges to the ability of teachers to empower digital-based technology facilities. As the direction of the learning process in the technology-based independent curriculum, it is time to empower digital technology for every subject teacher in learning services, especially in finding and using various learning resources. This implies that now and in the future every teacher is required to master digital technology as a basis for learning activities. Under these conditions, teachers should start to know and utilize learning platforms, e-mail, hybrid learning, e-learning, digital-based learning resources and media. With this effort, learning can be made broader in scope, interesting, interactive, contextual and allows for more in-depth material development as needed. Through empowering digital-based learning, students are also trained to make positive, adaptive and innovative use of technology towards technological developments.

The third, the challenge is to improve communication networks and partnerships between education units and related stakeholders. No matter how sophisticated and sophisticated the learning curriculum is designed, without the support of an effective communication network and partnership by the education unit with relevant stakeholders, the implementation of the curriculum will run less than optimally and may even encounter obstacles. The urgency of having the support of communication networks and partnerships carried out by schools is to strengthen the implementation of the independent curriculum through mutual cooperation synergy, mutual sharing of inspiration and support for realizing meaningful learning for students. Therefore, the support of communication networks and partnerships that have been formed through the role channels of school committees, professional organizations, the industrial world, universities, arts and cultural centers and practitioners and the community are optimized in their functions and even continuously developed to encourage the realization of



independent learning. On the other hand, communication networks and partnerships can also be carried out by teachers, by building networking between users of ICT-based learning media in cyberspace, engaging in learning communities and utilizing the Merdeka Teaching Platform for media for learning together in the community. In such a situation there will be a take and give process between education units, teachers and stakeholders to facilitate liberating learning.

The fourth, the challenge of carrying out the learning assessment function which is an integrated part of learning. One important aspect that is often overlooked by schools in achieving the goals of curriculum implementation is the implementation of learning assessments. Currently learning assessments carried out by some teachers are generally still limited and focused on final/summative assessments of learning), whereas if referring to concepts in evaluation and learning theory, the implementation of assessments should include initial assessments, process assessments (assessment for and as learning ) and the end of learning (assessment of learning). The series of assessment processes is also a unit that is interrelated and integrated in the learning process, is cyclical and non-linear. The assessment model framework illustrates that the component parts in learning are interrelated; learning objectives, initial conditions of students, the process of implementing learning and learning assessment. In such a cycle model, the assessment results provide feedback to all components in learning, so that the quality of the process and learning outcomes are expected to be optimally achieved in accordance with the learning concept with the new paradigm.

Based on the statement above, a common ground can be identified regarding several challenges that teachers may face in implementing the independent curriculum, viewed from two factors: internal factors related to the

individual teacher and external factors related to matters outside the individual teacher. The internal factors include Classroom management, Workload, Motivation and job satisfaction, Resources and support, and Professional development, technology. Meanwhile, the external factors include educational policy, social and economic conditions, parental participation, and the environment.

## 2. **Independent Curriculum (Kurikulum Merdeka)**

### a. **Defenition of Independent Curriculum**

The independent curriculum is the latest educational curriculum implemented in Indonesia in the context of learning recovery. The independent curriculum is expected to be able to accommodate the interests, talents and abilities of students, as well as adjustments to the workload and linearity of educator-certified teachers. The structure of the independent curriculum in Basic Education is divided into two main activities, namely intra-curricular learning and projects to strengthen the profile of Pancasila lessons. Intracurricular learning activities for each subject refer to learning outcomes. While project activities to strengthen the Pancasila student profile are aimed at strengthening efforts to achieve a Pancasila student profile that refers to the Graduate Competency Standards<sup>46</sup>.

The independent curriculum is a curriculum with a variety of intracurricular learning where the content will be optimal so that students have enough time to deepen our concepts and strengthen competence. In the learning process the teacher has the flexibility to choose a variety of learning tools so that learning can be adapted to the learning needs and interests of students. Within this

---

<sup>46</sup> Mugni Mustari, 2023. P.4

curriculum there is a project to strengthen the achievement of the Pancasila student profile. Then, it is developed based on certain themes set by the government. This project does not aim to achieve certain learning achievement targets, so it is not tied to subject content.<sup>47</sup>

Di dalam Undang-undang Sistem Pendidikan Nasional Republik Indonesia Nomor 20 Tahun 2003, pada pasal 1 ayat 19 mentioned that the definition of curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for implementing learning activities to achieve certain educational goals, while an independent curriculum is an atmosphere in which schools, teachers and students have freedom<sup>48</sup>. It means free to innovate, free to learn independently and creatively.

The independent curriculum has been carried out substantially in limited ways in mobilizing schools. Quantitatively, it is estimated that there are 2,500 driving schools spread across districts and cities throughout Indonesia by implementing learning strategies that activate students, media and learning resources that are varied and digital, curriculum content that is simpler and assessment that emphasizes higher order thinking skills<sup>49</sup>.

#### b. Characteristic of Independent Curriculum

There are several characteristics of the independent curriculum. These characteristics also describe its superiority. First, the material is simpler and more

---

<sup>47</sup> Direktorat PAUD, Dikdas dan Dikmen, Direktorat PAUD, Dikdas dan Dikmen, Buku saku tanya jawab kurikulum merdeka. Manual. Sekretariat Jenderal, Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi, Jakarta. (2021)

<sup>48</sup> Rachmawati, Teori & Konsep Pedagogik. Cirebon: Insania Rahayu, Restu. 2022. Implementasi Kurikulum Merdeka Belajar di Sekolah, 2021, P.222

<sup>49</sup> Hadi Sukamto dan Budi Handoyo, Perencanaan Pembelajaran Geografi. Madiun: CV. Bayfa Cendikia Indonesia, 2022, P.100

profound. Second, students can learn more deeply in a calmer, less rushed and more enjoyable atmosphere because students have enough time to learn to finish what they think. Third, more independent, meaning that in this curriculum students are given more opportunities to choose the subjects they are interested in according to their talents and aspirations. Meanwhile, teachers can teach according to the stages of achievement and development of students. In addition, schools have the authority to develop and manage curricula and learning according to the characteristics of students and educational units. Fourth, it is more relevant and interactive<sup>50</sup>.

The main characteristics of this curriculum that support learning recovery are project-based learning for the development of soft skills and character according to the Pancasila student profile; focus on essential material so that there is sufficient time for in-depth learning of basic competencies such as literacy and numeracy; and flexibility for teachers to carry out differentiated learning according to students' abilities and make adjustments to the local context and content<sup>51</sup>.

c. The Rational implementation of Independent Curriculum

Various national and international studies show that Indonesia has long experienced crises and learning gaps. Various factors and many other things contribute to the cause of this problem. The COVID-19 pandemic which has been going on for 2 (two) years has exacerbated the crisis and has further widened the learning gap that has occurred in Indonesia. Many Indonesian children experience

---

<sup>50</sup> Rizki Agustina, dkk, Implementasi Kurikulum Merdeka Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam, Education Vol.1 No.2 (Published Journal), 2023, P.76

<sup>51</sup> Kemendikbudristek, Pusat Kurikulum dan Pembelajaran, "Kurikulum Merdeka". (2022).

learning loss (learning loss) so that they find it difficult to achieve basic competencies as students.

In the special conditions of the COVID-19 Pandemic, the Government has issued Ministerial Decree Number 719/P/2020 concerning Guidelines for Curriculum Implementation in Education Units in Special Conditions. Implementation of learning in educational units under special conditions can still refer to the 2013 Curriculum, refer to the Emergency Curriculum, namely the 2013 Curriculum which was simplified by the Government, or simplify the 2013 Curriculum independently. In the Ministerial Decree the Emergency Curriculum is referred to as the Curriculum in Special Conditions.

Based on its implementation, it was found that students using the Emergency Curriculum achieved better learning outcomes than students who used Curriculum 2013 in full, regardless of their socio-economic background. The survey, which was conducted on 18,370 students in grades 1-3 elementary schools in 612 schools in 20 districts/cities from 8 provinces during the April-May 2021 period, showed significant differences in learning outcomes between the 2013 Curriculum and the Emergency Curriculum. The difference in literacy and numeracy scores is equivalent to 4 months of study. On the numeracy score, students using the 2013 Curriculum scored 482 compared to students using the emergency curriculum with a score of 517. Meanwhile, students using the 2013 Curriculum scored a literacy score of 532 compared to students using the emergency curriculum with a score of 570<sup>52</sup>.

In 2022, KEMDIKBUDRISTEK will initiate curriculum policy options as part of an effort to mitigate learning lags and as a form of learning recovery. As

---

<sup>52</sup> Kemendikburistek, Pusat Penelitian Kebijakan, Dampak Penyederhanaan Kurikulum terhadap Pembelajaran, 2022.

stated in the Guidelines for Implementing the Curriculum in the framework of Recovery of Learning. The Ministry of Education and Culture provides three options for education units to implement a curriculum based on the National Education Standards that suit the learning needs and context of each educational unit. The three options are as follows:

- 1) Fully use the 2013 Curriculum
  - 2) Using the Emergency Curriculum
  - 3) Using the Independent Curriculum
- d. Basic law and regulations in the implementation of the Independent Curriculum
- 1) Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
  - 2) Peraturan Pemerintah No 57 Tahun 2020 tentang Standar Nasional Pendidikan.
  - 3) Peraturan Pemerintah Nomor 4 Tahun 2022 tentang Perubahan Atas Peraturan Pemerintah No 57 Tahun 2020 tentang Standar Nasional Pendidikan
  - 4) Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 5 Tahun 2022 tentang Standar Kompetensi Lulusan
  - 5) Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 7 Tahun 2022 tentang Standar Isi
  - 6) Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 16 Tahun 2022 tentang Standar Proses
  - 7) Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 21 Tahun 2022 tentang Standar Penilaian Pendidikan

- 8) Keputusan Mendikbudristek No. 262/M/2022 Tentang Perubahan atas Keputusan Mendikbudristek No. 56/M/2022 Tentang Pedoman Penerapan Kurikulum dalam rangka Pemulihan Pembelajaran
- 9) Keputusan Mendikbudristek No. 56/M/2022 Tentang Pedoman Penerapan Kurikulum dalam rangka Pemulihan Pembelajaran
- 10) Keputusan Kepala BSKAP Nomor 008/KR/2022 tentang Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka
- 11) Keputusan Kepala BSKAP Nomor 033/H/KR/2022 tentang Perubahan Atas Keputusan Kepala BSKAP Nomor 008/KR/2022 tentang Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka
- 12) Keputusan Kepala BSKAP Nomor 009/KR/2022 tentang Dimensi, Elemen, dan Subelemen Profil Pelajar Pancasila pada Kurikulum Merdeka
- 13) Keputusan Kepala BSKAP Nomor 024/H/KR/2022 tentang Konsentrasi Keahlian SMK/MAK pada Kurikulum Merdeka
- 14) Keputusan Kepala BSKAP Nomor 034/H/KR/2022 tentang Satuan Pendidikan Pelaksana Implementasi Kurikulum Merdeka pada Tahun Ajaran 2022/2023<sup>53</sup>

e. strategy in implementing the independent curriculum

The implementation of the independent curriculum has started in 2021 with the curriculum being implemented in the Mobilization School. In 2022, KEMDIKBUDRISTEK will try to collect data which will later become the basis

---

<sup>53</sup>[id.wikipedia.org/wiki/Kurikulum\\_Merdeka#Dasar\\_hukum\\_dan\\_regulasi\\_dalam\\_pelaksanaan\\_Kurikulum\\_Merdeka](https://id.wikipedia.org/wiki/Kurikulum_Merdeka#Dasar_hukum_dan_regulasi_dalam_pelaksanaan_Kurikulum_Merdeka) (Accessed on Mei 2023)

for implementing the Independent Curriculum in the future. There are several strategies for implementing this independent pathway of the Independent Curriculum.

- 1) Gradual Adoption of the Independent Curriculum Route, this strategic approach is how to facilitate educational units to recognize their readiness as the basis for determining the choice of Implementation of the Independent Curriculum and provide regular feedback (3 months) to map the need for adjustments to support the Implementation of the Independent Curriculum from the Central Government and Regional Governments.
- 2) Providing Assessment and Teaching Tools (High Tech), a strategic approach that uses information and communication technology that functions in providing a wide selection of assessments and teaching tools (textbooks, teaching modules, sample projects, sample curriculum) in digital form that can be used by educational units in carry out learning based on the Independent Curriculum.
- 3) Providing Independent Training and Teacher Learning Resources (High Tech), a strategic approach that also uses information and communication technology that functions in conducting Independent Curriculum independent training which can be accessed online by teachers and education staff to facilitate the adoption of the Independent Curriculum accompanied by learning resources in the form of videos , podcasts, or ebooks that can be accessed online and distributed via storage media (flash drives).
- 4) Providing Independent Curriculum Resource Persons (High Touch), a strategic approach used in providing independent curriculum resource



persons from Activist Schools/PKK Vocational Schools that have implemented the Independent Curriculum. Imaging can be done in the form of webinars or offline meetings held by local governments or educational units. Offline meetings can be held in the form of face-to-face seminars, workshops, or other meetings held in regions or in educational units.

- 5) Facilitating the Development of Learning Communities (High Touch), learning communities formed by graduates of Activating Teachers and initiated by school supervisors as a forum for sharing good practices in the adoption of the Independent Curriculum within educational units as well as across educational units<sup>54</sup>.

f. The stages in Implementing Independent Curriculum

KEMDIKBUDRISTEK created an Independent Curriculum with the aim of having learning that is in accordance with the capacity of students, educators, and educational units. It is recommended that the implementation of the Independent Curriculum be carried out in stages according to the conditions of each school. There are several stages formulated by the Ministry of Education and Culture so that educational units can determine achievement targets from implementing the Independent Curriculum in their respective schools, but these stages are not a rule that must be followed by educational units. There are 4 stages of curriculum implementation seen from 10 aspects.

1) Early Stage

The following are the characteristics of educational units that are in the early stages :

---

<sup>54</sup> Kemendikbudristek, "Kurikulum Merdeka sebagai opsi satuan Pendidikan dalam rangka pemulihan pembelajaran tahun. 2022 s.d. 2024", (2022).

- a) Educational unit operational curriculum (KOSP) design: using and adapting a few KOSP documents prepared by the Ministry of Education and Culture as an example;
- b) Designing the flow of learning objectives: applying the flow of learning objectives made by the Ministry of Education and Culture as an example;
- c) Lesson planning and assessment: applying the learning planning and assessment made by the Ministry of Education and Culture as an example;
- d) Use and development of teaching tools: textbooks and teaching modules that are used as the main source in conducting teaching;
- e) Planning a project to strengthen the Pancasila student profile: implementing a project module made by the Ministry of Education and Culture. It is advisable not to make any adjustments to the project modules or to do so only slightly;
- f) Implementation of projects to strengthen Pancasila student profiles: practice fewer or more projects to strengthen Pancasila student profiles than suggested by the Ministry of Education and Culture. The orientation of this project is to create a product such as drinks and food (artifacts), so it has not focused on problem-solving interpretation;
- g) Application of student-centered learning: the teacher applies a variety of teaching techniques but still plays the instructor's role in directing student activities during the learning process;
- h) Integration of assessment in learning: the initial assessment is carried out not to formulate learning, but is used to conduct student assessments. This assessment was carried out several times using the available assessments in the teaching modules/textbooks.

- i) Learning according to the learning stages of students (primary and secondary education): the teacher teaches all students in their class according to the learning achievement phase of the majority of students in their class based on the initial assessment.
- j) Collaboration between teachers for curriculum and learning purposes: teachers only collaborate on projects to strengthen Pancasila student profiles, not on intracurricular learning aspects.

## 2) Developing stage

The following are characteristics of educational units that are in the developing stage<sup>55</sup>:

- a) Educational Unit Operational Curriculum Design (KOSP): KOSP is developed and modified while following the available KOSP documents, especially in the aspects of planning and organizing learning. Development adapted to the conditions of the school without looking at the results of the analysis of school characteristics;
- b) Designing the flow of learning objectives: adjusting the flow of available learning objectives according to the needs of students;
- c) Lesson planning and assessment: adjusting the available learning plans and assessments according to the needs of students;
- d) Use and development of teaching tools: teaching materials such as teaching modules and textbooks can be selected by educators so that they can be adapted to the needs of students and the local context;

---

<sup>55</sup> Kemendikbudristek, BSKAP , "Tahapan Implementasi Kurikulum Merdeka di Satuan Pendidikan", 2022

- e) Project planning for strengthening the Pancasila student profile: adjusting the available project modules according to the needs of students and the local context;
- f) Implementation of projects to strengthen Pancasila student profiles: Practice projects to strengthen Pancasila student profiles as suggested by the Ministry of Education and Culture. The orientation of the project activity is in the understanding of problem solving on the theme raised after starting with identifying the problem. Many project practices are directed by educators;
- g) Application of student-centered learning: learning methods used by teachers are diverse and student-centered, and in accordance with learning objectives;
- h) Integration of assessment in learning: The initial assessment is carried out to see students who need special attention. The design of the assessment begins to pay attention to its suitability with the learning objectives.
- i) Learning according to the learning stages of students (primary and secondary education): Teaching is carried out to all students according to the learning achievement phase of most students in their class. Carry out different teaching methods and materials for students who need special attention.
- j) Collaboration between teachers for curriculum and learning purposes: collaboration is carried out when planning lessons both at the beginning of the semester and at the end of the semester. Teachers exchange information about learning progress, good practices, teaching tools, projects to strengthen Pancasila profiles, and so on.

### 3) Ready Stage

The following are characteristics of educational units that are at the ready stage:

- a) Designing the educational unit operational curriculum (KOSP): the development and modification of the KOSP is carried out by involving students, parents and the community as representatives based on an analysis of the condition of the teaching staff, infrastructure and education in the education unit;
- b) Designing the flow of learning objectives: reformulating available learning objectives according to the needs of students;
- c) Lesson planning and assessment: revise available learning plans and assessments according to the needs of students;
- d) Use and development of teaching tools: available teaching tools can be combined and adapted to the needs of students and the local context. Teaching modules can also be modified in some parts to be used as material.
- e) Project planning for strengthening the Pancasila student profile: adjusting the available project modules according to the needs, interests and talents of students as well as the local context by involving the opinions and ideas of students;
- f) Implementation of projects to strengthen Pancasila student profiles: put into practice projects to strengthen Pancasila student profiles as suggested by the Ministry of Education and Culture. The teacher facilitates problem identification so that project orientation begins with problem identification facilitated by the teacher so that project activities are based on an understanding of problem solving on the theme raised;

- g) Application of student-centered learning: the learning methods used by teachers are diverse and student-centered, and in accordance with learning objectives. Students are given the opportunity to be independent and responsible for their respective learning processes, in this case the teacher acts as a facilitator;
- h) Integration of assessment in learning: the initial assessment is carried out to design subsequent learning that is in accordance with the achievements of the majority of students in their class (not yet a differentiated learning plan). The assessment is also used to obtain feedback regarding the learning needs of students, so that the teacher can determine the follow-up.
- i) Learning according to student learning stages (primary and secondary education): Students are divided into two groups based on their learning achievements in the initial assessment or formative assessment. Education units can also organize programs that support students who are not ready to study in the proper class;
- j) Collaboration between teachers for curriculum and learning purposes: collaboration is carried out when planning lessons both at the beginning of the semester and at the end of the semester. Teachers exchange information about learning progress, good practices, teaching tools, projects to strengthen Pancasila profiles, and so on, and are involved in curriculum evaluation in educational units.

#### 4) Advanced Stage

The following are characteristics of educational units that are at the advanced stage:

- a) Designing educational unit operational curricula (KOSP): Developing KOSP in accordance with the context and wishes of the education unit

community, as well as the results of an analysis of the condition of the education unit. Students, parents, and the community are involved in creating a learning structure that is also adapted to the vision and mission and context of the school;

- b) Designing the flow of learning objectives: the flow of learning objectives is developed independently based on the Learning Outcomes. The education unit curriculum coordinator directs the planning process, supervises implementation and directs the development and evaluation of learning objectives in such a way that this development becomes part of the planning and evaluation system of the education unit curriculum;
- c) Lesson planning and assessment: developing learning plans and assessments based on the needs of students;
- d) Use and development of teaching tools: available teaching tools can be combined and adapted to the needs of students and the local context. Teaching modules can also be modified in some parts to be used as material by teachers and can be shared with other educators. Educational units collaboratively hold teaching module development sessions;
- e) Project planning for strengthening the Pancasila student profile: project modules are developed according to the needs, interests and talents of students as well as the local context by involving the opinions and ideas of students;
- f) Implementation of projects to strengthen Pancasila student profiles: put into practice projects to strengthen Pancasila student profiles as suggested by the Ministry of Education and Culture. Problem identification is carried out mostly by student initiatives with teachers and/or community partners as resource persons or project activity facilitators so that project

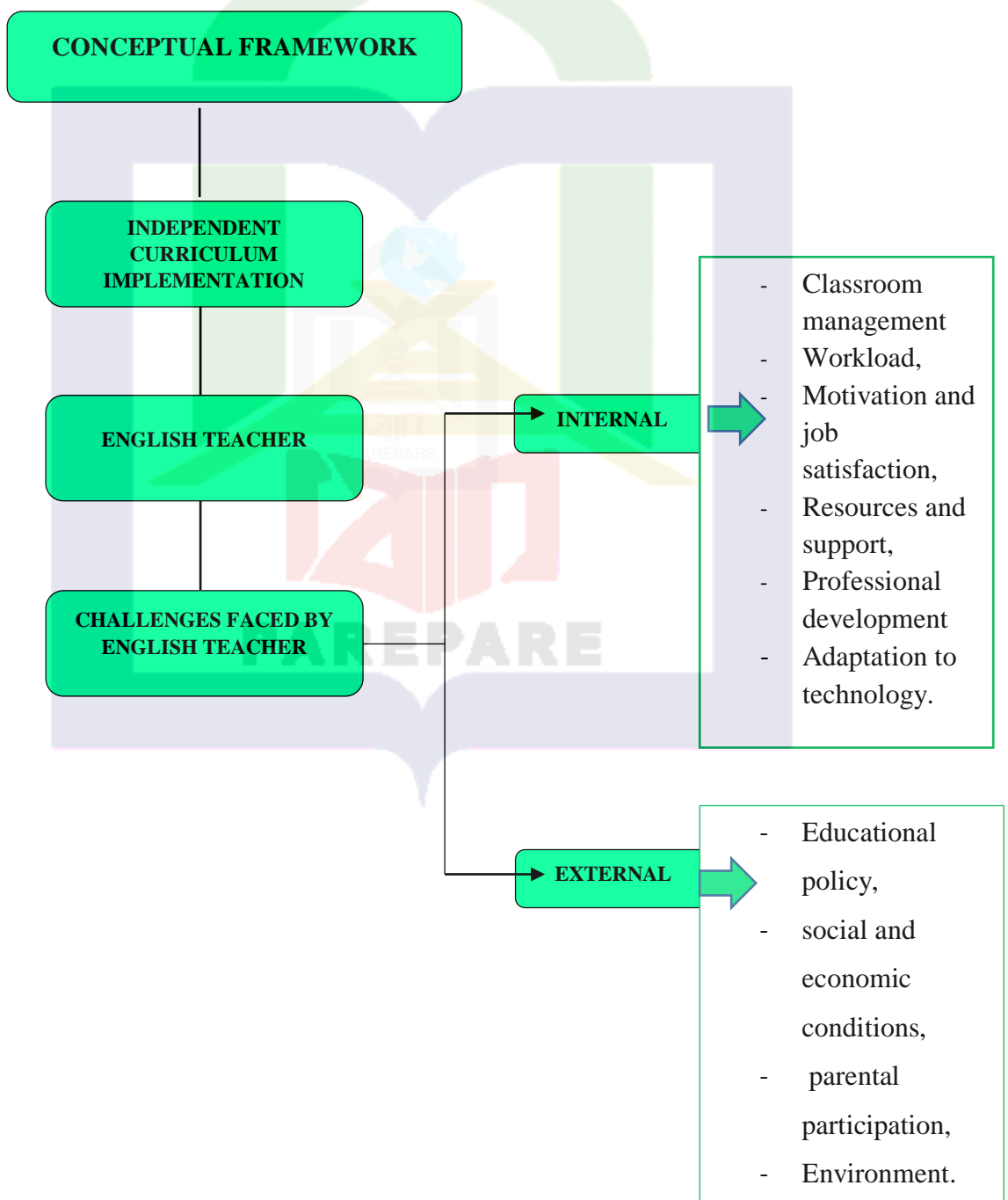
orientation begins with problem identification facilitated by the teacher so that project activity is based on an understanding of problem solving on the theme raised;

- g) Application of student-centered learning: learning methods used by teachers in accordance with the achievements, interests, and needs of students. Students are given the opportunity to be independent and responsible for their respective learning processes, in this case the teacher acts as a facilitator;
- h) Integration of assessment in learning: the initial assessment is carried out to design differentiated learning according to student achievements, this is also known as teaching at the right level or teaching at the right level. During the learning process, teachers can adjust learning so that all students can achieve learning goals. Education units develop policies that can motivate teachers to use assessment results in designing curriculum and learning.
- i) Learning according to student learning stages (primary and secondary education): Students are divided into two groups based on their learning achievements in the initial assessment or formative assessment. Education units can also organize programs that support students who are not yet ready to study in the proper class and for students who need more challenges or enrichment;
- j) Collaboration between teachers for curriculum and learning purposes: collaboration is carried out when planning lessons both at the beginning of the semester and throughout the semester. Teachers exchange information about learning progress, good practices, teaching tools, projects to strengthen Pancasila profiles, and so on, and involve themselves in



developing KOSP. Education units have mechanisms and policies that motivate teacher collaboration for aspects of intra-curricular learning as well as projects, for example through learning reflection activities, class observations, activities sharing good practices, and so on.

### C. CONCEPTUAL FRAMEWORK



Based on the conceptual framework above, the researcher examined the challenges faced by English teachers in implementing the independent curriculum, researcher used classroom observation and interview to the teacher. . This part consisted of three components: first, the implementation of the independent curriculum; second, teachers and students; and challenges. In this study, the researcher aims to determine what the challenges faced by English teachers in implementing the independent curriculum, considering two aspects. First is the aspect of internal aspect, which includes Classroom management, Workload, Motivation and job satisfaction, Resources and support, and Professional development. Next is the aspect of external aspect, which include educational policy, technology, social and economic conditions, parental participation, and the environment. This research focused on schools that implement the independent curriculum, and the researcher interviewed English teachers.

## CHAPTER III RESEARCH METHOD

### *A. Research design*

This study was designed using a qualitative design because the focus of the research was to describe the challenges faced by English teachers in implementing independent curriculum. Creswell in 2012 states that mixed methods research is a research design with philosophical assumptions as well as an inquiry method.<sup>56</sup> This method focuses on collecting, analyzing, and qualitative data in a single study or a series of studies. The main premise is that the use of qualitative approaches provides a better understanding of the research problem than either approach. Furthermore, In this study, data were collected through observation and interviews. In the data collection process, qualitative.

This research was conducted in three schools, the first school was at MAN 2 Parepare, located at Jl. Jenderal Sudirman, Cappa Galung, Kec. Bacukiki Bar., Kota Parepare, Prov. South Sulawesi. This research was chosen after making observations before conducting this research. The problems encountered are related to the concept of this research. The duration of the study is 30 days.

### *B. Focus of the Research*

This research was focus on finding out the Challenges faced by English teachers in implementing independent curriculum.

---

<sup>56</sup>Creswell, John W. 2012. *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar

### ***C. Subject of Research***

The researcher had 3 English teachers as subjects in this research. The researcher also chose this teacher as a research subject because this teacher was a teacher who had implemented the Independent curriculum. The first English teacher, she had implemented the independent curriculum for 3 semesters with approximately 4 years of teaching experience. The second English teacher, she had implemented the independent curriculum for 1 semester with more than 10 years of teaching experience. Finally, the third teacher, she had implemented the independent curriculum for 1 semester with more than 7 years of teaching experience.

### ***D. Procedure of Collecting Data***

Data collection was carried out through interviews. Teachers were interviewed by researchers with several questions related to challenges faced by teachers in implementing the independent curriculum.

### ***E. Technique of Analysis Data***

Because there are two types of instruments used to collect research data, namely assessment rubrics, and interviews, the data will be analyzed qualitatively

#### **1. Interview**

An interview is a method of collecting data in research that involves a structured conversation between the researcher and the research subject, where the researcher asks questions and the subject

provides answers. The purpose of the interview is to collect in-depth information regarding the subject's experiences, views and attitudes towards the research topic. Interviews can be conducted face-to-face or over the telephone and can be conducted in a structured, semi-structured, or unstructured manner. In qualitative research, interviews are often used to collect in-depth and complex data, and can be used in conjunction with other data collection techniques, such as observation and document analysis.



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### *A. Findings*

Based on the results of research conducted by the researcher regarding challenges faced by teachers in implementing the independent curriculum in EFL classes, the researcher found several opinions obtained from interviews with several teachers at MAN 2 Parepare.

At the interview stage, the author used 2 indicators of challenges, namely Internal Factors. In internal factors there were several questions asked regarding teacher challenges in terms of Classroom management, Workload, Motivation and job satisfaction, Resources and support, Professional development, and adaptation to technology in the independent curriculum implementation. The second was External factors, to finding out the challenges faced by teachers in terms of educational policy, social and economic conditions, parental participation, and the environment.

The following is a table of these indicators created by the author regarding several questions submitted to English teachers.

#### **1. Internal challenges**

In the interviews conducted by researchers, to find out challenges faced by teachers in independent curriculum implementation, the researchers asked five questions namely the first, challenges faced by teacher related to classroom management in independent curriculum implementation; second, challenges faced by teacher related to workload in independent curriculum implementation

; third, challenges faced by teacher related to Motivation and job satisfaction in independent curriculum implementation; fourth, challenges faced by teacher related to Resources and support in independent curriculum implementation. The fifth, challenges faced by teacher related to Professional development in independent curriculum implementation. The last, challenges faced by teachers related to adaptation to technology.

**Table.4.1 Internal Challenges**

Questions	Teachers	Interview data
1. Challenges faced by teacher related to classroom management in independent curriculum implementation	T1	<ul style="list-style-type: none"> <li>- Differences in student characters make it difficult to apply concepts that have been well designed</li> </ul>
	T2	<ul style="list-style-type: none"> <li>- Before teaching, teachers must carry out a diagnostic assessment to understand students' character, learning styles and prior knowledge. This process requires complicated preparation and is time consuming, especially with a</li> </ul>

		large number of students
	T3	<ul style="list-style-type: none"> <li>- Managing the diversity of student abilities, adapting learning methods, and ensuring student involvement in independent learning are additional challenges that must be faced</li> </ul>
2. Challenges faced by teacher related to workload in independent curriculum implementation	T1	<ul style="list-style-type: none"> <li>- Teachers must be able to map and set a priority scale between important and unimportant tasks, which is often a challenge</li> </ul>
	T2	<ul style="list-style-type: none"> <li>- The many administrative demands that teachers have to carry out often make it difficult for them to focus, because on the one hand they have to teach and on the other hand they also have to complete various administrative tasks.</li> </ul>



	T3	<ul style="list-style-type: none"> <li>- Maintaining motivation and satisfaction in teaching, especially in certain subjects such as English, is also a challenge.</li> <li>- Teachers must be able to maintain student enthusiasm, adapt material to their needs, and find creative ways to keep learning interesting</li> </ul>
3. Challenges faced by teacher related to Motivation and job satisfaction in independent curriculum implementation	T1	<ul style="list-style-type: none"> <li>- Teachers find it difficult to determine short-term and long-term goals, which are important to provide clear direction in the teaching process</li> </ul>
	T2	<ul style="list-style-type: none"> <li>- The large number of work demands often causes stress which has a negative impact on teaching activities, so that they cannot be carried out optimally</li> </ul>

	T3	<ul style="list-style-type: none"> <li>- Maintaining motivation and satisfaction in teaching, especially in a subject like English, becomes a challenge.</li> <li>- Teachers must be able to maintain students' enthusiasm, adapt material to their needs, and find creative ways to keep learning interesting</li> </ul>
4. Challenges faced by teacher related to Resources and support in independent curriculum implementation	T1	<ul style="list-style-type: none"> <li>- Teachers experience a lack of support from colleagues, especially due to age differences, so discussions regarding the Implementation of the Independent Curriculum (IKM) are still minimal</li> </ul>
	T2	<ul style="list-style-type: none"> <li>- There are problems with the availability of learning resources such as books based on</li> </ul>

		<p>the Independent Curriculum and technological facilities that are still inadequate to support technology-based learning.</p> <ul style="list-style-type: none"> <li>- Support between fellow teachers is quite good</li> </ul>
	T3	<ul style="list-style-type: none"> <li>- Technological limitations and inadequate administrative support also become obstacles in implementing effective learning</li> </ul>
5. Challenges faced by teacher related to Professional development in independent curriculum implementation	T1	<ul style="list-style-type: none"> <li>- Professional development is often hampered by unsupportive conditions and environments, which make the process of increasing competence difficult</li> </ul>
	T2	<ul style="list-style-type: none"> <li>- Even though they often participate in Merdeka Curriculum training, teachers find that what they learn in the</li> </ul>

		training is difficult to apply in teaching practice, although there are also things that can be applied
	T3	- Challenges in gaining access to relevant training and professional development, resources for research and curriculum development, and support to meet new developments in learning, particularly in subjects such as English
6. Challenges faced by teacher related to adaptation to technology in independent curriculum implementation	T1	- Do not have experience challenges in adapting technology
	T2	- Teachers who are no longer young face difficulties in learning technology, requiring repetition and

		longer time to understand
	T3	- Challenges faced include understanding and using digital learning tools effectively, overcoming limited access to technology in students' environments, and continuously updating technology skills to support innovative learning

Based on the table above it can be explained that:

- a. Challenges faced by teacher related to classroom management in independent curriculum implementation

There are several categories regarding challenges faced by teacher related to classroom management in independent curriculum implementation. The first is that diverse student characteristics. Second, Diagnostic Assessment. Lastly, diversity of student abilities and time limitations.

- b. Challenges faced by teacher related to workload in independent curriculum implementation ;

There are several categories regarding Challenges faced by teacher related to workload in independent curriculum implementation.

First challenge is division of tasks, Teacher must be able to map and set a priority scale between important and unimportant tasks. Second is many administrative demands. Last challenge is Maintaining motivation and satisfaction in teaching.

- c. Challenges faced by teacher related to motivation and job satisfaction in independent curriculum implementation

There are several categories regarding Challenges faced by teacher related to motivation and job satisfaction in independent curriculum implementation. First is determining goals. Second is stress due to many demands. Last is maintaining motivation and creativity.

- d. Challenges faced by teacher related to resources and support in independent curriculum implementation.

There are several categories regarding challenges faced by teacher related to resources and support in independent curriculum implementation. First is lack of support from coworkers. Second is learning resources and technology facilities. Last is technology limitations and administrative support.

- e. Challenges faced by teacher related to professional development in independent curriculum implementation.

There are several categories regarding challenges faced by teacher related to professional development in independent curriculum implementation. First is unfavorable conditions and environment. Second, training is difficult to apply in teaching practice. Last is access and support for professional development.

- f. Challenges faced by teacher related to adaptation to technology in independent curriculum implementation ;

There are several categories regarding Challenges faced by teacher related to technology in independent curriculum implementation. The first is Technology Learning Difficulties for Senior Teachers. Second, challenges of Understanding and Using Technology.

## 2. External Challenges

In the interviews conducted by researchers, to find out challenges faced by teachers in independent curriculum implementation, the researchers asked five questions namely the first, challenges faced by teacher related to educational policy in independent curriculum implementation; second,; second, challenges faced by teacher related to social and economic conditions in independent curriculum implementation; third, challenges faced by teacher related to parental participation in independent curriculum implementation. The last, challenges faced by teacher related to environment in independent curriculum implementation.

**Table.4.2 External Challenges**

Questions	Teachers	Interview Data
1. Challenges faced by teacher related to educational policy in independent curriculum implementation	T1	Government policies regarding the Driving School Program add to the many programs that must be implemented outside of the main responsibility as an

		educator
	T2	Current education policies require schools to follow a strict curriculum and carry out various mandatory activities and programs such as P5 activities.
	T3	Challenges include understanding and implementing new curriculum changes, adapting learning methods to frequently changing policies, and navigating new and complex administrative requirements
2. Challenges faced by teacher related to social and economic conditions in independent curriculum implementation	T1	Differences in social and economic conditions both in the school environment and in students require special handling from educators so as not to disrupt learning
	T2	Each student has a different socioeconomic background, which influences their ability to learn. The Teacher must pay extra attention, especially to



		students in harsh social conditions or low economic backgrounds, to ensure they can still learn well
	T3	Challenges include economic disparities among students, social impacts affecting learning, varying family support, and ensuring all students feel supported and engaged in learning.
3. Challenges faced by teacher related to parental participation in independent curriculum implementation	T1	The main challenge is to provide understanding to parents of students regarding the Implementation of the Independent Curriculum (IKM), especially regarding new terms such as assessment, because many parents do not understand.
	T2	There are no challenges faced because parents and the community can cooperate well and there are no problems in supporting learning and school activities
	T3	The challenges are facing different

		expectations from parents regarding their children's education, building good cooperative relationships with parents, and overcoming societal influences that can influence the learning environment at school.
4. Challenges faced by teacher related to environment in independent curriculum implementation.	T1	Teacher must be able to provide guidance regarding the culture surrounding the school environment to ensure good integration between the school environment and local culture
	T2	Many learning facilities in schools still need to be equipped, especially learning resources and technology which must better support a technology-based curriculum
	T3	Challenges include inadequate physical facilities as well as noise or disturbances from the surrounding environment which can disrupt the learning process

Based on the table above it can be explained that:

- a. Challenges faced by teacher related to educational policy in independent curriculum implementation

There are several categories regarding challenges faced by teacher related to educational policy in independent curriculum implementation. The first is that government policies regarding the driving school program add to the many programs that must be implemented outside of the main responsibility as an educator. Second, strict curriculum and mandatory programs. Last, challenges in policy understanding and implementation.

- b. Challenges faced by teacher related to social and economic conditions in independent curriculum Implementation

There is Challenges faced by teacher related to social and economic conditions in independent curriculum implementation. That is challenges of differences in social and economic conditions

- c. Challenges faced by teacher related to parental participation in independent curriculum implementation.

There are several categories regarding challenges faced by teacher related to resources and support in independent curriculum implementation. First is The main challenge is to provide understanding to students' parents regarding the Implementation of the Independent Curriculum (IKM), especially regarding new terms such as assessment, because many parents do not understand. Second is Other challenges include dealing with different expectations from parents regarding their children's education, building good collaborative relationships with parents, and overcoming societal

influences that can affect the learning environment at school.

- d. Challenges faced by teacher related to environment in independent curriculum implementation.

There are several categories regarding challenges faced by teacher related to environment in independent curriculum implementation. First is Teachers have a challenge, namely that they must be able to provide guidance related to the culture around the school environment to ensure good integration between the school environment and local culture. Second is Limited Learning Facilities. Last is Disturbances from the surrounding environment that can interfere with the learning process.

## ***B. Discussion***

The discussion of this research explains the findings regarding the research question about challenges faced by EFL teachers in implementing Independent Curriculum.

1. Internal Challenges
  - a. Classroom management

From the research findings, researchers found that there were various challenges faced by teachers regarding classroom management in implementing the independent curriculum. The first is the diverse characteristics of students. Differences in student characters make it difficult to apply concepts that have been well designed. Second, Diagnostic Assessment. Before teaching, teachers must carry out a diagnostic assessment to understand students' character,

learning styles and prior knowledge. This process requires complicated preparation and is time consuming, especially with a large number of students. This is in line with Kurniati and Kusmawati in 2023 in their research that one of the teachers' tasks is to identify all the needs of students in the learning process, so that students will more easily understand all learning material.<sup>57</sup>

Last challenges, the diversity of student abilities and time constraints. This is related with Febrianti et al. in 2023 that one of the difficulties teachers have in learning is limited by the time available.<sup>58</sup>

#### b. Workload

From the research results, researchers found that there were challenges faced by teachers related to workload in implementing the independent curriculum. The first challenge is the division of tasks. Teachers must be able to map and set a priority scale between important and unimportant tasks. Second, there are many administrative demands. The final challenge is maintaining motivation and satisfaction in teaching. These challenges show that cooperation is needed between the government, schools and

---

<sup>57</sup> Kurniati, L., & Kusumawati, R. "Analisis Kesiapan Guru SMP di Demak dalam Penerapan Kurikulum Merdeka. *Jurnal Cakrawala Ilmiah*" 2(6), 2683–2692, 2023.

<sup>58</sup> Febrianti, V. P., Cahyani, A., Cahyani, S., Allisa, S. N., Rafik, M., & Arifah, R. N. "Analisis Kesulitan Guru Biologi SMAN 2 Pandeglang dalam Mengimplementasikan Pembelajaran Terdiferensiasi". *Jurnal Pembelajaran Inovatif*, 6(1), 17–24, 2023. <https://doi.org/10.21009/JPI.061.03>

teachers to create a work environment that is supportive and conducive to implementing an independent curriculum. This is in line with Richard M. Ingersoll's in 2001 article discussing the factors that cause high levels of teacher turnover, including excessive workload and lack of administrative support. Ingersoll suggests that to reduce teacher turnover, there needs to be a restructuring of administrative tasks and increased support for teachers.<sup>59</sup>

### c. Motivation and job satisfaction

From the research findings, researchers found that there are various challenges faced by teacher related to motivation and job satisfaction in independent curriculum implementation. First is determining goals. Second is stress due to many demands. Last is maintaining motivation and creativity. The last thing is to maintain motivation and creativity. Maintaining motivation and satisfaction in teaching, especially in a subject like English, becomes a challenge. Teachers must be able to maintain students' enthusiasm, adapt material to their needs, and find creative ways to keep learning interesting. This is related to Widayati's opinion in 2022. One of the efforts so that teachers do not experience pressure is that teacher freedom in the learning process is the meaning of freedom in real learning. The system of this curriculum is to provide the

---

<sup>59</sup> Richard M. Ingersoll, "Teacher Turnover and Teacher Shortages: An Organizational Analysis", 2001.

widest possible opportunities for teachers to design learning according to the characteristics of students.<sup>60</sup>

d. Resources and support

2. From the research findings, researchers found that there were various challenges faced by teachers regarding resources and support in implementing the independent curriculum. The first is the lack of support from colleagues. Second, learning resources and technological facilities. Lastly are the limitations of technology and administrative support. Significant investment in resource development, technology infrastructure, and administrative support is required. In addition, creating a collaborative and supportive work environment will help teachers implement independent curriculum more effectively and efficiently. This is related to research by Yong Zhao and Kenneth A. Frank in 2003 highlighting the importance of technological and administrative support in the successful use of technology in schools. They found that adequate support from school administration is essential to ensure that technology can be used effectively in teaching.<sup>61</sup>

---

<sup>60</sup> Widayati, E. W. (2022). Pembelajaran Matematika di Era “Merdeka Belajar”, Suatu Tantangan bagi Guru Matematika. *SEPREN: Journal of Mathematics Education and Applied*, 04(01), 01–10, 2022.

<sup>61</sup> Yong Zhao dan Kenneth A. Frank, “actors Affecting Technology Uses in Schools: An Ecological Perspective”, *American Educational Research Journal*, 2003.

e. Professional development

From the research findings, researchers found that there are various challenges faced by teacher related to professional development in independent curriculum implementation. First challenge is unfavorable conditions and environment. Second, training is difficult to apply in teaching practice. Even though they often attend Merdeka Curriculum training, some teachers find that what they learn in the training is difficult to apply in teaching practice, although some can be applied. This is in line with Ana Widyastuti's research in 2022 that one of the challenges for teachers in implementing independent learning is Teaching Skills. Teachers are required to upgrade skills teaching according to the independent learning program.<sup>62</sup> Last challenge is access and support for professional development.

f. Technology

From the research findings, researchers found challenges faced by teachers related to technology in implementing independent curriculum. Challenges include low understanding and difficulties in utilizing technology in technology learning, especially for senior teachers. The importance of overcoming technological challenges in

---

<sup>62</sup> Ana Widyastuti, *Merdeka Belajar dan Implementasinya: Merdeka Guru-Siswa, Merdeka Dosen-Mahasiswa, Semua Bahagia*. h. 78-79, 2022.



implementing independent curriculum. By providing training, mentoring, resources, time to adapt, rewards, and adequate infrastructure, teachers, including senior ones, can more easily overcome difficulties and utilize technology effectively in learning. This is related to research by Ertmer and Ottenbreit-Leftwich in 2010 discussing that teachers' knowledge, self-confidence and beliefs greatly influence their ability to integrate technology into learning. They emphasized the importance of ongoing support and relevant training to help teachers overcome technology challenges.<sup>63</sup>

## 2. External Challenges

### a. Educational policy

From the research findings, researchers found that there are various challenges faced by teacher related to educational policy in independent curriculum implementation. The first is that government policies regarding the driving school program add to the many programs that must be implemented outside of the main responsibility as an educator. Second, strict curriculum and mandatory programs. Last, challenges in policy understanding and implementation.

---

<sup>63</sup> Ertmer dan Ottenbreit-Leftwich, "eacher Technology Change: How Knowledge, Confidence, Beliefs, and Culture Intersect," Journal of Research on Technology in Education, 2010.

b. Social and economic conditions

From the research findings, researchers found that there are various challenges faced by teacher related to social and economic conditions in independent curriculum implementation. That is challenges of differences in social and economic conditions, each student has a different socioeconomic background, which influences their ability to learn. Teachers must pay extra attention. Each student has a different socioeconomic background, which influences their ability to learn. Teachers must pay extra attention. This is in line with Khoerunisa Fitriani's research in 2014 that parents' socio-economic status has a 21.53% influence on partial interest in continuing their education to college.<sup>64</sup>

c. Parental participation

From the research findings, researchers found that there were various challenges faced by teachers regarding resources and support in implementing the independent curriculum. The first challenge is to provide students' parents with understanding regarding the Implementation of the Independent Curriculum (IKM), especially regarding new terms such as assessment, because many parents do not yet understand. Second, other challenges include dealing with different expectations from parents regarding their children's

---

<sup>64</sup> Khoerunisa Fitriani, "Pengaruh Motivasi, Prestasi Belajar, Status Sosial Ekonomi Orang Tua Dan Lingkungan Sekolah Terhadap Minat Melanjutkan Pendidikan Ke Perguruan Tinggi Pada Siswa Kelas Xii Akuntansi Smk Negeri 1 Kendal, Economic Education Analysis Journal, 2014.

education, building good cooperative relationships with parents, and overcoming societal influences that can affect the learning environment at school. A comprehensive and collaborative approach is required. Schools must provide adequate support for teachers, as well as build effective communication and strong relationships with parents and communities. This will help ensure that the implementation of the independent curriculum can run more smoothly and provide maximum benefits for students. This is in line with Joyce L. Epstein in 2001 who argued that collaboration between schools, families and communities is very important to improve the quality of education. Epstein developed a collaborative model that shows how effective communication and parent involvement can improve understanding and support for school synchronization<sup>65</sup>.

#### d. Environment

From the research findings, researchers found that there are various challenges faced by teacher related to environment in independent curriculum implementation. First is Teachers have a challenge that they must be able to provide guidance related to the culture around the school environment to ensure good integration between the school environment and local culture. From the research findings, researchers found that there were

---

<sup>65</sup> Joyce L. Epstein, "School, Family, and Community Partnerships: Preparing Educators and Improving Schools", 2001.

various challenges faced by teachers related to the environment in implementing the independent curriculum. The first is that teachers have a challenge, namely that they must be able to provide guidance regarding the culture around the school environment to ensure good integration between the school environment and local culture. This is in line with Shinta Dwi Handayani's research in 2022 that one of the independent curriculum programs is the integration of local wisdom culture with an independent curriculum to realize the Pancasila student profile.<sup>66</sup>

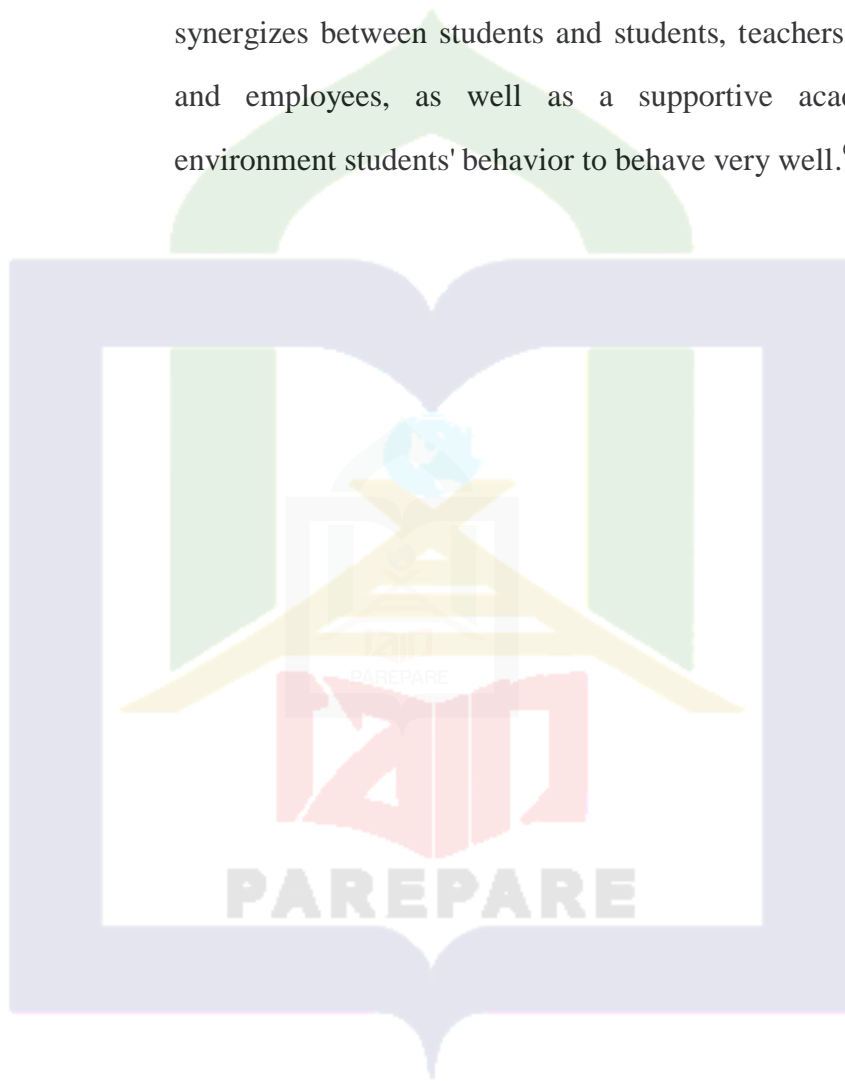
The second challenge is the limited learning facilities. Many learning facilities in schools still need to be equipped, especially learning resources and technology which must better support a technology-based curriculum. This is in line with Ana Widyatuti's research in 2022 that one of the challenges for teachers in implementing independent learning is minimal teacher facilities and quality. There are several schools that still have facilities which is limited, so it is not yet possible if implementing an independent curriculum system.<sup>67</sup> Last challenge is Disturbances from the surrounding environment that can interfere with the learning process.

---

<sup>66</sup> Shinta Dwi Handayani, et.al. "Mewujudan Pelajar Pancasila Dengan Mengintegrasikan Kearifan Budaya Lokal Dalam Kurikulum Merdeka," 2022.

<sup>67</sup> Ana Widyastuti, "Merdeka Belajar dan Implementasinya: Merdeka Guru-Siswa, Merdeka Dosen-Mahasiswa, Semua Bahagia". h. 78-79, 2022.

This is related to the research of Hidayat Ardiyansyah et.all in 2019 which states that the importance of support provided by the school environment in the presence of a physical environment. Capable, a social environment that synergizes between students and students, teachers, staff and employees, as well as a supportive academic environment students' behavior to behave very well.<sup>68</sup>



---

<sup>68</sup> Hidayat Ardiyansyah et.all, “Pengaruh Lingkungan Sekolah Terhadap Moral Siswa Sekolah Menengah Pertama”, Jurnal Moral Kemasyarakatan Vol. 4 No. 1 Tahun 2019 | Hal. 1 – 7, 2019.

## CHAPTER V CONCLUSION AND SUGGESTION

### *A. Conclusion*

Based on the results of research and analysis carried out by researchers regarding the Challenges faced by English teachers in implementing the independent curriculum, the following conclusions can be drawn:

#### 1. Internal Challenges

##### a. Classroom management

Challenges in classroom management when implementing the Merdeka Curriculum include the diversity of student characteristics, time-consuming diagnostic assessments and complicated preparation, as well as limited time to accommodate differences in student abilities. This shows that teachers need to identify students' needs correctly to facilitate understanding of learning material

##### b. Workload

Challenges related to teacher workload in implementing the Independent Curriculum include appropriate division of tasks, many administrative demands, and efforts to maintain motivation and satisfaction in teaching. Teachers need to be able to map and set priorities between important and non-important tasks to manage workload effectively.

c. Motivation and job satisfaction

Challenges related to motivation and job satisfaction include goal setting, stress due to many demands, and efforts to maintain motivation and creativity. Teachers must be able to maintain students' enthusiasm, adapt material to their needs, and find creative ways to keep learning interesting, despite facing pressure and freedom in the learning process.

d. Resources and support

Challenges related to resources and support in implementing the Merdeka Curriculum include lack of support from colleagues, limited learning resources and technological facilities, as well as limited technology and administrative support. Teachers need adequate support from various parties to overcome this challenge.

e. Professional development

Challenges in teacher professional development include unsupportive conditions and environments, difficulties implementing training in teaching practice, and access and support for professional development. Despite frequently attending Merdeka Curriculum training, some teachers find it difficult to apply what they learn in teaching practice, indicating the need to improve their teaching skills in accordance with the independent learning program.

f. Technology

Challenges faced by teachers regarding technology in implementing the Independent Curriculum include low understanding and difficulties in using technology in learning, especially for senior teachers.

2. External Challenges

a. Educational policy

The challenges faced by teachers regarding educational policies in implementing the Independent Curriculum include government policies that increase the workload of teachers through driving school programs, strict curriculum and mandatory programs, as well as difficulties in understanding and implementing policies.

b. Social and economic conditions

Challenges related to social and economic conditions in implementing the Independent Curriculum include differences in students' socio-economic backgrounds which affect their learning abilities. Teachers must pay extra attention to accommodating the needs of these diverse students.

c. Parental participation

The challenges teachers face regarding parent participation in implementing the Merdeka Curriculum include providing parents with an understanding of the new



curriculum, handling different expectations from parents, building good collaborative relationships, and overcoming social influences that can influence the learning environment at school.

d. Environment

Challenges faced by teachers regarding the environment in implementing the Independent Curriculum include providing guidance regarding local culture to ensure good integration between the school environment and local culture, limited learning facilities, as well as interference from the surrounding environment which can disrupt the teaching and learning process. Integration of local culture and limited facilities require more attention to support the implementation of a technology-based curriculum.

***B. Suggestion***

Without reducing respect and for the successful implementation of the independent curriculum with teachers' challenge, the researcher provided suggestions to several parties concerned. The following are suggestions from researchers:

The suggestion given to:

1. English Teacher

For teachers who do not fully understand and have not participated in training on the independent teaching platform to the fullest, take more time to study and understand the independent

curriculum more deeply so that they can understand it completely and can implement it well.

## 2. Next Researcher

For future researchers, hopefully the results of this research can be used as a reference for continuing research related to teachers' challenges in implementing the independent curriculum with different indicators. Remembering that this research only focuses on a few challenge indicators. The researcher hopes that future researchers can conduct research with other related indicators.

## 3. Government

For the government, hopefully the results of this research can be used as consideration to pay more attention to teachers' challenges so that the education process can run optimally.

## BIBLIOGRAPHY

- Abualrob, M. M. A., & Al-Saadi, S. H. Performance-Based Assessment: Approach and Obstacles by Higher-Elementary Science Teachers In Palestine. *Journal of Education and Learning*, 8(2). 2019.
- Ahmadi, M. R., Ismail, H. N., & Abdullah, M. K. K. Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy. *International Journal of Learning and Development*. 2012
- Ana Widyastuti, "Merdeka Belajar dan Implementasinya: Merdeka Guru-Siswa, Merdeka Dosen-Mahasiswa, Semua Bahagia". h. 78-79, 2022.
- Ana Widyastuti, Merdeka Belajar dan Implementasinya: Merdeka Guru-Siswa, Merdeka Dosen-Mahasiswa, Semua Bahagia. h. 78-79, 2022.
- Arif, S., & Suwanto, FX. *Metode dan Teknik Penelitian Sosial*. Yogyakarta: Andi, 2007.
- Asakereh & Afshar. Speaking Skills Problems Encountered by Iranian EFL Freshmen and Seniors from Their Own and Their English Instructors' Perspectives, 2016.
- Asrul, Rusydi Ananda, dan Rosnita. *Evaluasi Pembelajaran*. Cetakan Kedua. Bandung: Cipta Pustaka Media, 2015.
- Brigham, E. F., & Ehrhardt, M. C. (2017). *Financial Management : Theory & Practice* (15th ed.). Massachusetts: Cengage Learning.
- Brookhart, S. M. How to Create and Use Rubrics for Formative Assessment and Grading. *Alexandria: ASCD*, 2013.
- Brown, and Priyanvada A. *Language Assessment Principles and Classroom Practice*. New York: Pearson Education, Inc, 2010.
- Brown, H. D. *Language assessment: Principles and classroom practices*. New York: Pearson/Longman.
- Brown, H. Douglas. *Principles of Language Learning and Teaching*. London: Longman, 2004.
- Brynjolfsson, Erik, dan Lorin M Hitt. 2000. "Beyond Computation: Information
- Cresswell, John W. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 3rd ed. *New Jersey: Pearson Merrill Prentice-Hall*, 2008.
- Creswell, J. W. *Research Design : Qualitative, Quantitative, And Mixed Methods Approaches*. *SAGE Publications*, 2014.
- Crystal, D. *English as a global language, (2nd Ed.)*. Cambridge: Cambridge

- University Press, 2003.
- Crystal, D. *English as Global Language*. Cambridge: Cambridge University Press, 1997.
- Dessler, G. (2020). *Human Resource Management* (16th ed.). New York: Pearson Education.
- Dormer, J. E. Improving speaking accuracy through awareness. *Journal of Adult Education*, 42, 2013.
- Dra. Hj. Seniawati Arifin. English teacher, Interviewed at UPT MAN 2 Parepare on 27<sup>st</sup> October, 2023.
- Febrianti, V. P., Cahyani, A., Cahyani, S., Allisa, S. N., Rafik, M., & Arifah, R. N. "Analisis Kesulitan Guru Biologi SMAN 2 Pandeglang dalam Mengimplementasikan Pembelajaran Terdiferensiasi". *Jurnal Pembelajaran Inovatif*, 6(1), 17–24, 2023. <https://doi.org/10.21009/JPI.061.03>
- Ghalia Indonesia: Bogor.
- Goh, C. C. M., & Burns, A. *Teaching speaking: A holistic approach*. Cambridge University Press, 2012.
- Griffith, W. I., & Lim, H. Y. Performance-based assessment: Rubrics, web 2.0 tools, and language competencies. *MEXTESOL Journal*, 36(1), 2011.
- H. Douglas Brown. *Language Assessment: Princip and Classroom Practices*. San Francisco State University, 2004.
- Harmer, J. *The Practice of English Language Teaching*. 4th ed. London: Longman, 2007.
- Harsiah. Comparison of Students' Speaking Ability Between SMP Graduates and Mts Graduates at MAN 2 Marabahan Batola Regency. Banjarmasin: Unpublished S1 Thesis. Faculty of Tarbiyah and Teachers' Training. IAIN Antasari Banjarmasin, 2013.
- Hart, S. L. (1997). Beyond greening: strategies for a sustainable world. *Harvard business review*, 75(1), 66-77.
- Hattie, J., & Timperley, H. The Power of Feedback. *Review of Educational Research*, 77(1), 2007.
- Heizer, J., Render, B., & Munson, C. (2017). *Operations Management: Sustainability and Supply Chain Management*. In Edinburgh: Pearson Education Limited.
- Hidayat Ardiyansyah et.all, "Pengaruh Lingkungan Sekolah Terhadap Moral Siswa Sekolah Menengah Pertama", *Jurnal Moral Kemasyarakatan* Vol. 4 No. 1 Tahun 2019 | Hal. 1 – 7, 2019.

- Hill, Charles W.L. (2012). *International Business: Competing in the Global*
- Hornby, AS. *Oxford Advanced Learner's Dictionary of Current English, Longman dictionary of American English*. (2004). United Kingdom: Pearson Education Limited, 1995.
- Hughes, A. *Testing for Language Teachers*. Cambridge: Cambridge University Press, 1989/2003.
- Husnawati. *Student's Speaking Performance: Some Challenging Factors*, 2017.
- Hughey, J.B., Wormuth, D.R., Hartfiel, V.F. & Jacobs, H.L. *Teaching ESLcomposition: Principles and techniques*. Rowley, MA: Newbury
- Hybels, S., & Weaver, II, R. L. *Communicating Effectively*. (10th ed). Boston: McGraw-Hill Higher Education, 2004.
- Information Collection & Exchange: USA, 1989.
- Jack C. Richards. *Teaching Listening And Speaking; From Theory to Practice*. New York: Cambridge University Press, 2008.
- Khoerunisa Fitriana, "Pengaruh Motivasi, Prestasi Belajar, Status Sosial Ekonomi Orang Tua Dan Lingkungan Sekolah Terhadap Minat Melanjutkan Pendidikan Ke Perguruan Tinggi Pada Siswa Kelas Xii Akuntansi Smk Negeri 1 Kendal, *Economic Education Analysis Journal*, 2014.
- Klaus Zechner, Lei Chen, dkk "Automated Scoring of Speaking Tasks in the Test of English-for-Teaching (TEFT™), 2015.
- Kotler, P., & Keller, K. L. (2016). *Marketing Management*. 15th Edition. Harlow : Pearson Education Limite
- Kurniati, L., & Kusumawati, R. "Analisis Kesiapan Guru SMP di Demak dalam Penerapan Kurikulum Merdeka. *Jurnal Cakrawala Ilmiah*" 2(6), 2683–2692, 2023.
- Lai-Mei Leong<sup>1</sup> & Seyedeh Masoumeh Ahmadi<sup>2</sup>, *An Analysis of Factors Influencing Learners' English Speaking Skill*, 2017.
- Language Centre Journal*, 37(3), 308. doi: 10.1177/0033688206071,2006.
- Latifa, A., Rahman, A., Hamra, A., Jabu, B., & Nur, R. *Developing a Practical Rating Rubric of Speaking Tests For University Students of English In Parepare, Indonesia*. *English Language Teaching*, 8(6), 2015. <http://dx.doi.org/10.5539/elt.v8n6p166>.
- Lewis, M. P., Gary F. S., & Charles D. F. *Ethnologue: Languages of The World*, Eighteenth Edition. Dallas, Texas: SIL International, 2015.
- Leyland, C. "For Mutual Intel Igibility, Must English as a Lingua Franca be Standardized?" *Annual Review of Education, Communication & Language Sciences*, 2011.

- Luoma, S. *Assessing speaking*. Cambridge University Press, 2004.
- Luu Trong Tuan. Teaching and Assessing Speaking Performance through Analytic Scoring Approach. *Journal of Adult Education Theory and Practice in Language Studies*, Vol. 2, No. 4, 2012.
- Mangkuprawira, Sjafri. 2011. *Manajemen Sumber Daya Manusia Strategik* (edisi kedua).
- Manufactured in Finland. doi:10.4304/tpls.2.4.673-679.
- Marketplace( 9th edition). New York : McGrawHill.
- Marzano, R. J. *The art and Science of Teaching: A Comprehensive Framework For Effective Instruction*. Alexandria, VA: ASCD, 2009.
- Matthews, C. *Speaking Solution Interaction, Presentation, Listening and Pronunciation Skill*. USA : Longman, 1994.
- Mei Kao, Shin and Chi Weng, Wang. "Do You Understand?": An Analysis of Native and Non-native EFL Teachers' Questioning Patterns at a Taiwanese Cram School. *Asian EFL journal*. 4(14), 2012.
- Mertler, C. A. *Designing Scoring Rubrics for Your Assessment*. Available at: (Accessed: 15 Juni 2023), 2001. <http://pareonline.net/getvn.asp?v=7&n=25>
- Mu-hsuan chou. An integrated approach to developing and assessing EFL students' speaking ability and strategy use. *Journal of Language Education & Assessment* 4 (1), 2021.
- Mulatsih, D. Pronunciation Ability by Using English Song in Indonesian Student of Unswagati Cirebon. *Academic Journal Perspective : Education, Language, and Literature*. <https://doi.org/10.33603/perspective.v2i2.1665>, 2018. National Council on Teacher Quality. *Teacher Quality 2.0*. Retrieved from <https://www.nctq.org/publications/Teacher-Quality-2.0>, 2016.
- Nunan, D. *Practical English Language Teaching Teacher's Text Book*. McGraw-Hill, 2003.
- Online: <http://www.ethnologue.com>
- Orr, M. *The FCE speaking test: Using Rater Reports to Help Interpret Test Scores*.
- Parupalli Srinivas Rao. *The Importance of Speaking Skills in English Classrooms*, 2019.
- Peace, Corp. *TEFL/TESL: Teaching English as a Foreign or Second Language*.
- Pulungan, I. R. *Konsumen Kendaraan Bermotor Menggunakan Metode Scoring System Pada Pt . Adira Finance*. 84–87, 2017.

- Rahmi Djafar. Analysis of The Effect of Covid-19 Towards L2 English Speaking Performance, 2020.
- Retrieved from <https://www.tcbok.org>
- Ryan, R.M. & Dosi, E.L. Ordinary and Extraordinary Self-Confidence: Classic Definition and Direction. *Contemporary Educational Psychology*, 25. 54-67. Doi : 101006?Cep, 2000.
- Sahrin. The Effectiveness of Using Technique In Improving Student's "Speaking Ability. Muhammadiyah University of Makassar, 2015.
- Schein, Edgar H., (2010), "Organizational Culture and Leadership", Jossey Bass, San Francisco.
- Shiamaa, A. E. F. T. The Effectiveness of Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students. Ain Sham: Ain Sham University, 2006.
- Sugiono, Metode Penelitian Pendidikan Kuantitatif Kualitatif (Cet. 22; Bandung: Alfabeta, 2015.
- Syahputra, A. T., Nurjannah, N., & Arsyam, M. Pemberian Skor Dan Sistem Penilaian Dalam Pembelajaran. *Jurnal Pendidikan*, 2(1), 2020.
- System, 30, 2002.
- Technology, Organizational Transformation and Business Performance." *Journal of Economic Perspectives* 14 (4): 23-48. <https://doi.org/10.1257/jep.14.4.23>.
- Ur, P. A Course in Language Teaching: Practice and theory. Cambridge: Cambridge University Press, 1996.
- Widayati, E. W. (2022). Pembelajaran Matematika di Era "Merdeka Belajar", Suatu Tantangan bagi Guru Matematika. *SEPREN: Journal of Mathematics Education and Applied*, 04(01), 01-10, 2022.
- Wortwein. Multimodal Public Speaking Performance Assessment, 2015.
- Woodrow, L. Anxiety and Speaking English as a Second Language. *Regional*
- Yukl, G. 2013. Leadership in Organization, 8th Edition. London: Pearson Education.
- Zarandi, S. Z. A., & Rahbar, B. Enhancing Speaking Ability Through Intervening Scaffolding Strategies. *Theory and Practice in Language Studies*, 6, 2016.
- Zechner, K., Higgins, D., Xi, X., & Williamson, D. M. Automatic Scoring of Non-Native Spontaneous Speech in Tests of Spoken English. *Speech Communication*, 2009.









SRN IP0000854

**PEMERINTAH KOTA PAREPARE**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jl. Bandar Madani No. 1 Telp (0421) 23594 Faksimile (0421) 27719 Kode Pos 91111. Email : dpmpstp@pareparekota.go.id

**REKOMENDASI PENELITIAN**

**Nomor : 853/IP/DPM-PTSP/10/2023**

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
  2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
  3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

**MENGIZINKAN**

KEPADA

NAMA : **MARDHATILLAH**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Jurusan : **TADRIS BAHASA INGGRIS**

ALAMAT : **MENRO, KAB. PINRANG**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE CHALLENGES FACED BY ENGLISH TEACHERS IN IMPLEMENTING INDEPENDENT CURRICULUM**

LOKASI PENELITIAN : **1. KEMENTERIAN AGAMA KOTA PAREPARE (MAN 2 PAREPARE)  
2. KANTOR CABANG DINAS PENDIDIKAN PROVINSI SULAWESI SELATAN WILAYAH VIII PAREPARE (UPTD SMAN 2 PAREPARE)**

LAMA PENELITIAN : **05 Oktober 2023 s.d 05 Desember 2023**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**  
Pada Tanggal : **09 Oktober 2023**

**KEPALA DINAS PENANAMAN MODAL  
DAN PELAYANAN TERPADU SATU PINTU  
KOTA PAREPARE**



**Hj. ST. RAHMAH AMIR, ST, MM**

**Pangkat : Pembina Tk. 1 (IV/b)**

**NIP : 19741013 200604 2 019**

**Biaya : Rp. 0.00**

• UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1

• Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah

• Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**

• Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTP Kota Parepare (scan QRCode)



Balai  
Sertifikasi  
Elektronik





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KOTA PAREPARE  
MADRASAH ALIYAH NEGERI 2 KOTA PAREPARE**

Jalan Jenderal Sudirman 80, Kota Parepare  
Telepon (0421) 21483; Faksimili (0421) 28179;  
Email : man2\_parepare@yahoo.co.id

**SURAT KETERANGAN PENELITIAN**

Nomor : 1213/Ma.21.16.02/PP.00.6/11/2023

Yang bertanda tangan di bawah ini :

Nama : Dra.Hj. Martina,M.A.  
NIP. : 19650101 198903 2 005  
Pangkat, Golongan : Pembina, IV/a  
Jabatan : Kepala MAN 2 Kota Parepare

Menerangkan dengan sesungguhnya bahwa :

Nama : MARDHATILLAH  
Tempat/Tgl.Lahir : Parepare /22 Februari 1997  
Pekerjaan : Mahasiswa IAIN Parepare  
Prodi : Tadris Bahasa Inggris  
NIM : 2020203879102006  
Alamat : Menro, Kec.Suppa

Benar telah melakukan penelitian di Madrasah Aliyah Negeri 2 Kota Parepare mulai tanggal 05 Oktober 2023 sampai dengan tanggal 05 Desember 2023, dengan judul " **THE CHALLENGES FACED BY ENGLISH TEACHERS IN IMPLEMENTING INDEPENDENT CURRICULUM**".

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Parepare, 28 November 2023

Kepala Madrasah Aliyah Negeri 2  
Kota Parepare



## Appendix 2

### Research Subject Personal Data Form

**IDENTITAS INFORMAN**

Yang bertanda tangan dibawah ini:

Nama : Lucy PAUSA . S.S

Alamat : PERUMAHAN PURI HAERANA I / 10

Jenis Kelamin :  Laki-laki  Perempuan

Status : GURU KELAS X

Menerangkan bahwa,

Nama : MARDHATILLAH

Program Studi : Tadris Bahasa Inggris

Kampus : Pascasarjana IAIN Parepare

Benar-benar telah melakukan beberapa kali pertemuan dan wawancara dengan saya dalam rangka menyusun Tesis yang berjudul "The Challenges faced by English Teachers in Implementing Independent Curriculum"

Demikianlah surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Parepare, 16 November 2023

  
Lucy PAUSA S.S.

### IDENTITAS INFORMAN

Yang bertanda tangan dibawah ini:

Nama : Hj. Hasnah Damis  
Alamat : Jl. Abu Bakar Lambogo 5.B  
Jenis Kelamin :  Laki-laki  Perempuan  
Status : guru bahasa Inggris kelas X, XI

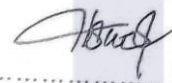
Menerangkan bahwa,

Nama : MARDHATILLAH  
Program Studi : Tadris Bahasa Inggris  
Kampus : Pascasarjana IAIN Parepare

Benar-benar telah melakukan beberapa kali pertemuan dan wawancara dengan saya dalam rangka menyusun Tesis yang berjudul "The Challenges faced by English Teachers in Implementing Independent Curriculum"

Demikianlah surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Parepare, 17 November 2023



IAIN  
PAREPARE

### IDENTITAS INFORMAN

Yang bertanda tangan dibawah ini:

Nama : Dra. Hj. Seniwati Arifin  
Alamat : Jl. Damis No. 8.  
Jenis Kelamin :  Laki-laki  Perempuan  
Status : Guru kelas XII dan X

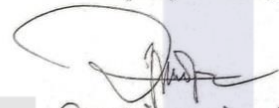
Menerangkan bahwa,

Nama : MARDHATILLAH  
Program Studi : Tadris Bahasa Inggris  
Kampus : Pascasarjana IAIN Parepare

Benar-benar telah melakukan beberapa kali pertemuan dan wawancara dengan saya dalam rangka menyusun Tesis yang berjudul "The Challenges faced by English Teachers in Implementing Independent Curriculum"

Demikianlah surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Parepare, 10 November 2023

  
Dra. Hj. Seniwati Arifin

Appendix 3

Interview Data

**TEACHERS' INTERVIEW QUESTION**

**THE CHALLENGES FACED BY EFL TEACHERS IN IMPLEMENTING INDEPENDENT CURRICULUM**

Name : Lucy Pausia, S.S (Teacher 1)

Day/date : Thursday, 16 November 2023

Time : 09.00 PM

Location : School Park

School : MAN 2 PAREPARE

TANTANGAN	ASPEK	PERNYATAAN RESPONDEN	
INTERNAL	- Manajemen kelas	<ul style="list-style-type: none"> <li>- Apakah bapak/ibu memiliki tantangan dalam manajemen kelas ?</li> <li>- Apa saja bentuk tantangan yang bapak / ibu hadapi pada manajemen kelas dalam pengimplementasian kurikulum merdeka ini?</li> </ul>	<ul style="list-style-type: none"> <li>- Iya!</li> <li>- Pada kurikulum merdeka inikan guru itu sebelum mengajar harus melakukan asesmen diagnostic. Saya terkendala pada saat mengerjakan itu, seperti gaya belajarnya apalagikan siswa itu banyak yah jadi saya harus menyiapkan dulu beberapa form untuk diisi oleh siswa untuk mengetahui bagaimana karakternya, gaya belajarnya, pengetahuan awalya. Itu yang membuat saya agak kerepotan pada saat awal tahun ajaran.</li> </ul>
	- Beban kerja dan stress	<ul style="list-style-type: none"> <li>- apakah bapak/ibu memiliki tantangan dalam menerima tugas ?</li> <li>- Apa saja bentuk tantangan yang ibu hadapi dalam pembagian tugas tersebut?</li> </ul>	<ul style="list-style-type: none"> <li>- Iya ada</li> <li>- Itulah yang saya katakana tadi dek kurikulum sekarang itu banyak sekali tuntutan administrasi yang harus dilakukan guru. Jadi saya itu kadang</li> </ul>

		<p>kerepotan mau focus dimana dulu, disisi lain harus mengajar sedangkan ada juga beberapa tuntutan administrasi yang harus dikerjakan</p>
<ul style="list-style-type: none"> <li>- Motivasi dan kepuasan kerja</li> </ul>	<ul style="list-style-type: none"> <li>- Apakah bapak/ ibu memiliki tantangan dalam hal memotivasi diri atau terkait dengan kepuasan kerja menjadi guru bahasa inggris?</li> <li>- Apa saja bentuk tantangan yang ibu hadapi?</li> </ul>	<ul style="list-style-type: none"> <li>- Iya</li> <li>- Itulah tadi dek karena banyaknya tuntutan kadang –kadang saya merasa sangat stress kalau banyak sekali pekerjaan yang harus dilakukan. Tentu itu juga berpengaruh kedalam aktivitas mengajar jadi tidak maksimal.</li> </ul>
<ul style="list-style-type: none"> <li>- Sumber daya dan dukungan</li> </ul>	<ul style="list-style-type: none"> <li>- Apakah bapak/ibu mengalami kendala terkait sumber daya dan dukungan?</li> <li>- Apa saja bentuk kendala yang bapak/ibu hadapi?</li> </ul>	<ul style="list-style-type: none"> <li>- Iya</li> <li>- Mungkin ini lebih kepada sumber belajar dan fasilitas belajar siswa yah. Seperti buku-buku berbasis kurikulum merdeka belum memadai dan fasilitas berupa teknologi masih belum sepenuhnya memadai siswa untuk belajar menggunakan teknologi.</li> <li>- Alhamdulillah kami disini sesama teman-teman guru itu saling mendukung satu sama lain tidak ada kendala dalam hal itu.</li> </ul>
<ul style="list-style-type: none"> <li>- Pengembangan profesional</li> </ul>	<ul style="list-style-type: none"> <li>- Apakah bapak/ ibu memiliki tantangan dalam pengembangan keprofesionalan menjadi guru bahasa inggris?</li> <li>- Apa saja bentuk tantangan yang bapa/ibu hadapi?</li> </ul>	<ul style="list-style-type: none"> <li>- Iya</li> <li>- Sayakan sering ikut pelatihan-pelatihan kurikulum merdeka, terkadang itu apa yang saya pelajari dipelatihan susah untuk diterapkan disaat mengajar. Tapi ada juga yang bisa diterapkan.</li> </ul>
<ul style="list-style-type: none"> <li>- Adaptasi dengan teknologi</li> </ul>	<ul style="list-style-type: none"> <li>- Apakah bapak /ibu memiliki tantangan dalam mengedaptasikan diri dengan teknologi ?</li> <li>- Apa saja bentuk tantangan yang bapak/ibu hadapi?</li> </ul>	<ul style="list-style-type: none"> <li>- Iya ada</li> <li>- Dikurikulum merdeka inikan guru dituntut memang untuk lebih melek terhadap teknologi. Sedangkan</li> </ul>



			<p>kami ini yang sudah tidak muda lagi, harus belajar sedikit-sedikit dan pemahannya itu tidak langsung paham. Jadi harus diulang-ulang beberapa kali.</p>
EKTERNAL	<ul style="list-style-type: none"> <li>- Kebijakan Pendidikan</li> </ul>	<ul style="list-style-type: none"> <li>- Apakah bapak/ibu memiliki tantangan dalam menghadapi kebijakan pendidikan sekarang ?</li> <li>- Apa saja bentuk tantangan yang bapak/ibu hadapi?</li> </ul>	<ul style="list-style-type: none"> <li>- Iya</li> <li>- Sekarang itu kurikulumnya ketat dan harus diikuti. Banyak juga kegiatan-kegiatan serta program yang dianjurkan untuk dilakukan seperti kegiatan P5 itu sekolah harus ada.</li> </ul>
	<ul style="list-style-type: none"> <li>- Adaptasi dengan teknologi</li> </ul>	<ul style="list-style-type: none"> <li>- Apakah bapak /ibu memiliki tantangan dalam mengedaptasikan diri dengan teknologi ?</li> <li>- Apa saja bentuk tantangan yang bapak/ibu hadapi?</li> </ul>	<ul style="list-style-type: none"> <li>- Iya ada</li> <li>- Dikurikulum merdeka inikan guru dituntut memang untuk lebih melek terhadap teknologi. Sedangkan kami ini yang sudah tidak muda lagi, harus belajar sedikit-sedikit dan pemahannya itu tidak langsung paham. Jadi harus diulang-ulang beberapa kali.</li> </ul>
	<ul style="list-style-type: none"> <li>- Kondisi social dan ekonomi</li> </ul>	<ul style="list-style-type: none"> <li>- Apakah bapak/ibu memiliki tantangan terkait dengan kondisi social dan ekonomi disekolah tempat mengajar?</li> <li>- Apa saja bentuk tantangan yang bapak/ibu hadapi?</li> </ul>	<ul style="list-style-type: none"> <li>- Iya</li> <li>- Tantangannya itu, setiap siswakan memiliki latar belakang social ekonomi yang berbeda jadi adalah pengaruh terhadap kemampuan mereka untuk belajar. Salah satu bentuknya itu karakter siswa yang mungkin kondisi socialnya keras biasanya bolos kelas, saya sebagai guru juga harus lebih ekstra dalam memberikan didikan. Atau kadang ada kebutuhan belajar yang mengharuskan siswa bawa atau lengkapi mereka yang berekonomi dibawah itu kadang kedalanya itu.</li> </ul>
	<ul style="list-style-type: none"> <li>- Adaptasi dengan</li> </ul>	<ul style="list-style-type: none"> <li>- Apakah bapak /ibu memiliki</li> </ul>	<ul style="list-style-type: none"> <li>- Iya ada</li> </ul>

	teknologi	<p>tantangan dalam mengedaptasikan diri dengan teknologi ?</p> <ul style="list-style-type: none"> <li>- Apa saja bentuk tantangan yang bapak/ibu hadapi?</li> </ul>	<ul style="list-style-type: none"> <li>- Dikurikulum merdeka inikan guru dituntut memang untuk lebih melek terhadap teknologi. Sedangkan kami ini yang sudah tidak muda lagi, harus belajar sedikit-sedikit dan pemahannya itu tidak langsung paham. Jadi harus diulang-ulang beberapa kali.</li> </ul>
	<ul style="list-style-type: none"> <li>- Partisipasi Orang tua dan masyarakat sekitar</li> </ul>	<ul style="list-style-type: none"> <li>- Apakah bapak/ibu memiliki tantangan yang berasal dari orang tua ataupun masyarakat sekitar sekolah?</li> <li>- Apa saja bentuk tantangan yang bapak/ibu hadapai?</li> </ul>	<ul style="list-style-type: none"> <li>- Tidak ada</li> <li>- Orang tua dan masyarakat disini itu bisalah diajak kerjasama dengan baik. apalagi menyangkut kepentingan belajar dan kegiatan sekolah Alhamdulillah orang tua sama sekali tidak pernah ada masalah.</li> </ul>
	<ul style="list-style-type: none"> <li>- Lingkungan</li> </ul>	<ul style="list-style-type: none"> <li>- Apakah bapak/ibu memiliki tantangan terkait dengan lingkungan tempat mengajar?</li> <li>- Apa saja bentuk tantangan yang bapak/ibu hadapi?</li> </ul>	<ul style="list-style-type: none"> <li>- Ya itu tadi karena kondisi sekolah kami ini fasilitas belajarnya masih banyak yang harus dilengkapi seperti sumber belajar atau fasilitas berupa teknologi harus lebih mendukung dengan kurikulum sekarang yang menuntut untuk berbasis teknologi</li> </ul>

## THE CHALLENGES FACED BY EFL TEACHERS IN IMPLEMENTING INDEPENDENT CURRICULUM

Name : Hj. Hasnah Damis (Teacher 2)

Day/date : Thursday, 17 November 2023

Time : 1.00 PM

Location : Teachers' Room

School : MAN 2 PAREPARE

TANTANGAN	ASPEK	PERNYATAAN RESPONDEN	
INTERNAL	- Manajemen kelas	<ul style="list-style-type: none"> <li>- Apakah bapak/ibu memiliki tantangan dalam manajemen kelas ?</li> <li>- Apa saja bentuk tantangan yang bapak / ibu hadapi pada manajemen kelas dalam pengimplementasian kurikulum merdeka ini?</li> </ul>	<ul style="list-style-type: none"> <li>- Ya</li> <li>- Tantangan yang saya hadapi adalah karakter dari peserta didik yang berbeda-beda terkadang membuat konsep yang sudah diatur sedemikian rupa tidak berjalan sesuai dengan apa yang diinginkan.</li> </ul>
	- Beban kerja dan stress	<ul style="list-style-type: none"> <li>- apakah bapak/ibu memiliki tantangan dalam menerima tugas ?</li> <li>- Apa saja bentuk tantangan yang ibu hadapi dalam pembagian tugas tersebut?</li> </ul>	<ul style="list-style-type: none"> <li>- Ya</li> <li>- Sebagai tenaga pendidik tantangan yang dihadapi dalam pembagian tugas adalah harus mampu memetakan skala prioritas dan nonprioritas dari tugas yang ada.</li> </ul>
	- Motivasi dan kepuasan kerja	<ul style="list-style-type: none"> <li>- Apakah bapak/ ibu memiliki tantangan dalam hal memotivasi diri atau terkait dengan kepuasan kerja menjadi guru bahasa inggris?</li> <li>- Apa saja bentuk tantangan yang ibu hadapi?</li> </ul>	<ul style="list-style-type: none"> <li>- Ya</li> <li>- Sulit menentukan tujuan jangka pendek dan jangka panjang.</li> </ul>
	- Sumber daya dan dukungan	<ul style="list-style-type: none"> <li>- Apakah bapak/ibu mengalami kendala terkait sumber daya dan dukungan?</li> <li>- Apa saja bentuk kendala yang bapak/ibu hadapi?</li> </ul>	<ul style="list-style-type: none"> <li>- Ya</li> <li>- Kendalanya adalah kurangnya dukungan dari rekan kerja dikarenakan faktor usia sehingga diskusi mengenai IKM masih minim.</li> </ul>

	<ul style="list-style-type: none"> <li>- Pengembangan profesional</li> </ul>	<ul style="list-style-type: none"> <li>- Apakah bapak/ ibu memiliki tantangan dalam pengembangan keprofesionalan menjadi guru bahasa inggris?</li> <li>- Apa saja bentuk tantangan yang bapa/ibu hadapi?</li> </ul>	<ul style="list-style-type: none"> <li>- Ya</li> <li>- Dalam pengembangan professional seringkali terhambat karena kondisi dan lingkungan yang tidak mendukung.</li> </ul>
	<ul style="list-style-type: none"> <li>- Adaptasi dengan teknologi</li> </ul>	<ul style="list-style-type: none"> <li>- Apakah bapak /ibu memiliki tantangan dalam mengedaptasikan diri dengan teknologi ?</li> <li>- Apa saja bentuk tantangan yang bapak/ibu hadapi?</li> </ul>	<ul style="list-style-type: none"> <li>- Tidak ada</li> </ul>
EKSTERNAL	<ul style="list-style-type: none"> <li>- Kebijakan Pendidikan</li> </ul>	<ul style="list-style-type: none"> <li>- Apakah bapak/ibu memiliki tantangan dalam menghadapi kebijakan pendidikan sekarang ?</li> <li>- Apa saja bentuk tantangan yang bapak/ibu hadapi?</li> </ul>	<ul style="list-style-type: none"> <li>- Ya</li> <li>- Tantangannya adalah kebijakan pemerintah terkait Program Sekolah Penggerak ada banyak program yang harus dijalankan diluar dari pada tanggung jawab sebagai pendidik.</li> </ul>
	<ul style="list-style-type: none"> <li>- Adaptasi dengan teknologi</li> </ul>	<ul style="list-style-type: none"> <li>- Apakah bapak /ibu memiliki tantangan dalam mengedaptasikan diri dengan teknologi ?</li> <li>- Apa saja bentuk tantangan yang bapak/ibu hadapi?</li> </ul>	<ul style="list-style-type: none"> <li>- Tidak ada</li> </ul>
	<ul style="list-style-type: none"> <li>- Kondisi social dan ekonomi</li> </ul>	<ul style="list-style-type: none"> <li>- Apakah bapak/ibu memiliki tantangan terkait dengan kondisi social dan ekonomi disekolah tempat mengajar?</li> <li>- Apa saja bentuk tantangan yang bapak/ibu hadapi?</li> </ul>	<ul style="list-style-type: none"> <li>- Ya</li> <li>- Kondisi sosial maupun ekonomi baik dari lingkungan sekolah maupun dari peserta didik berbeda, yang membuat pendidik harus bisa mengatasi hal tersebut agar tidak mengganggu pembelajaran.</li> </ul>
	<ul style="list-style-type: none"> <li>- Adaptasi dengan teknologi</li> </ul>	<ul style="list-style-type: none"> <li>- Apakah bapak /ibu memiliki tantangan dalam mengedaptasikan diri dengan teknologi ?</li> <li>- Apa saja bentuk tantangan yang bapak/ibu hadapi?</li> </ul>	<ul style="list-style-type: none"> <li>- Tidak ada</li> </ul>
	<ul style="list-style-type: none"> <li>- Partisipasi Orang tua dan masyarakat sekitar</li> </ul>	<ul style="list-style-type: none"> <li>- Apakah bapak/ibu memiliki tantangan yang berasal dari orang tua ataupun masyarakat sekitar sekolah?</li> <li>- Apa saja bentuk tantangan yang bapak/ibu hadapi?</li> </ul>	<ul style="list-style-type: none"> <li>- Ya</li> <li>- Tantangannya adalah harus mampu memberikan pemahaman kepada orangtua peserta didik terkait IKM karena masih banyak orangtua</li> </ul>

			yang sama sekali belum paham mengenai IKM atau bahasa-bahasa yang baru didengar seperti Assesmen atau bahasa-bahasa yang lain mengenai IKM.
	<ul style="list-style-type: none"> <li>- Lingkungan</li> </ul>	<ul style="list-style-type: none"> <li>- Apakah bapak/ibu memiliki tantangan terkait dengan lingkungan tempat mengajar?</li> <li>- Apa saja bentuk tantangan yang bapak/ibu hadapi?</li> </ul>	<ul style="list-style-type: none"> <li>- Ya</li> <li>- Terkait lingkungan sekolah, kita harus bisa memberikan bimbingan terkait dengan budaya yang ada d sekitar lingkungan sekolah.</li> </ul>



## THE CHALLENGES FACED BY EFL TEACHERS IN IMPLEMENTING INDEPENDENT CURRICULUM

Name : Dra.Hj.Seniwati Arifin (Teacher 3)

Day/date : Thursday, 16 November 2023

Time : 11.00 PM

Location : School Canteen

School : MAN 2 PAREPARE

TANTANGAN	ASPEK	PERNYATAAN RESPONDEN	
INTERNAL	- Manajemen kelas	<ul style="list-style-type: none"> <li>- Apakah bapak/ibu memiliki tantangan dalam manajemen kelas ?</li> <li>- Apa saja bentuk tantangan yang bapak / ibu hadapi pada manajemen kelas dalam pengimplementasian kurikulum merdeka ini?</li> </ul>	- Iya, saya menghadapi tantangan seperti mengelola keragaman kemampuan siswa, keterbatasan waktu, adaptasi metode pembelajaran, dan keterlibatan siswa dalam pembelajaran mandiri sesuai kurikulum merdeka..
	- Beban kerja dan stress	<ul style="list-style-type: none"> <li>- apakah bapak/ibu memiliki tantangan dalam menerima tugas ?</li> <li>- Apa saja bentuk tantangan yang ibu hadapi dalam pembagian tugas tersebut?</li> </ul>	- Iya, saya mengalami tantangan seperti keterbatasan waktu, kejelasan instruksi, variasi kemampuan siswa, dan kurangnya sumber daya. Semua ini mempengaruhi efektivitas pembagian tugas.
	- Motivasi dan kepuasan kerja	<ul style="list-style-type: none"> <li>- Apakah bapak/ ibu memiliki tantangan dalam hal memotivasi diri atau terkait dengan kepuasan kerja menjadi guru bahasa inggris?</li> <li>- Apa saja bentuk tantangan yang ibu hadapi?</li> </ul>	- Saya memang menghadapi tantangan dalam mempertahankan motivasi dan kepuasan dalam mengajar bahasa Inggris. Beberapa tantangannya meliputi menjaga semangat siswa, menyesuaikan materi dengan kebutuhan mereka, dan menemukan cara yang kreatif untuk mengajar agar tetap menarik.

	<ul style="list-style-type: none"> <li>- Sumber daya dan dukungan</li> </ul>	<ul style="list-style-type: none"> <li>- Apakah bapak/ibu mengalami kendala terkait sumber daya dan dukungan?</li> <li>- Apa saja bentuk kendala yang bapak/ibu hadapi?</li> </ul>	<ul style="list-style-type: none"> <li>- Ya, saya mengalami kendala terkait sumber daya dan dukungan dalam mengajar. Contohnya adalah ketersediaan teknologi yang terbatas, dan dukungan administratif yang kadang kurang memadai untuk implementasi pembelajaran yang efektif.</li> </ul>
	<ul style="list-style-type: none"> <li>- Pengembangan profesional</li> </ul>	<ul style="list-style-type: none"> <li>- Apakah bapak/ ibu memiliki tantangan dalam pengembangan keprofesionalan menjadi guru bahasa inggris?</li> <li>- Apa saja bentuk tantangan yang bapa/ibu hadapi?</li> </ul>	<ul style="list-style-type: none"> <li>- Ya, saya menghadapi tantangan dalam pengembangan keprofesionalan sebagai guru bahasa Inggris. Beberapa tantangannya termasuk akses terhdap pelatihan dan pengembangan profesional yang relevan, sumber daya untuk riset dan pengembangan kurikulum, serta mendapatkan dukungan untuk menghadapi perkembangan baru dalam pembelajaran bahasa Inggris.</li> </ul>
	<ul style="list-style-type: none"> <li>- Adaptasi dengan teknologi</li> </ul>	<ul style="list-style-type: none"> <li>- Apakah bapak /ibu memiliki tantangan dalam mengedaptasikan diri dengan teknologi ?</li> <li>- Apa saja bentuk tantangan yang bapak/ibu hadapi?</li> </ul>	<ul style="list-style-type: none"> <li>- Ya, saya mengalami tantangan dalam mengadaptasi diri dengan teknologi. Beberapa tantangannya meliputi memahami dan menggunakan alat pembelajaran digital dengan efektif, mengatasi keterbatasan akses teknologi di lingkungan siswa, serta terus memperbarui keterampilan teknologi untuk mendukung pembelajaran yang inovatif.</li> </ul>
EKSTERNAL	<ul style="list-style-type: none"> <li>- Kebijakan Pendidikan</li> </ul>	<ul style="list-style-type: none"> <li>- Apakah bapak/ibu memiliki tantangan dalam menghadapi kebijakan pendidikan sekarang ?</li> </ul>	<ul style="list-style-type: none"> <li>- Ya, saya menghadapi tantangan dalam menghadapi kebijakan pendidikan saat ini.</li> </ul>

		<ul style="list-style-type: none"> <li>- Apa saja bentuk tantangan yang bapak/ibu hadapi?</li> </ul>	<p>Beberapa tantangannya termasuk memahami dan mengimplementasikan perubahan kurikulum baru, menyesuaikan metode pembelajaran dengan kebijakan yang berubah-ubah, serta menavigasi persyaratan administratif yang baru dan kompleks.</p>
	<ul style="list-style-type: none"> <li>- Adaptasi dengan teknologi</li> </ul>	<ul style="list-style-type: none"> <li>- Apakah bapak /ibu memiliki tantangan dalam mengedaptasikan diri dengan teknologi ?</li> <li>- Apa saja bentuk tantangan yang bapak/ibu hadapi?</li> </ul>	<ul style="list-style-type: none"> <li>- Ya, tantangan dalam mengadaptasi diri dengan teknologi meliputi mempelajari penggunaan aplikasi pembelajaran digital, menyesuaikan materi dengan teknologi yang tersedia, mengatasi masalah teknis, dan memastikan semua siswa memiliki akses yang setara terhadap teknologi.</li> </ul>
	<ul style="list-style-type: none"> <li>- Kondisi social dan ekonomi</li> </ul>	<ul style="list-style-type: none"> <li>- Apakah bapak/ibu memiliki tantangan terkait dengan kondisi social dan ekonomi disekolah tempat mengajar?</li> <li>- Apa saja bentuk tantangan yang bapak/ibu hadapi?</li> </ul>	<ul style="list-style-type: none"> <li>- Ya, saya menghadapi tantangan terkait kondisi sosial dan ekonomi di sekolah tempat saya mengajar. Beberapa tantangannya meliputi kesenjangan ekonomi di antara siswa, dampak sosial yang memengaruhi belajar mereka, dukungan keluarga yang bervariasi, dan memastikan semua siswa merasa didukung dan terlibat dalam pembelajaran.</li> </ul>
	<ul style="list-style-type: none"> <li>- Adaptasi dengan teknologi</li> </ul>	<ul style="list-style-type: none"> <li>- Apakah bapak /ibu memiliki tantangan dalam mengedaptasikan diri dengan teknologi ?</li> <li>- Apa saja bentuk tantangan yang bapak/ibu hadapi?</li> </ul>	<ul style="list-style-type: none"> <li>- Ya, saya menghadapi tantangan dalam mengadaptasi diri dengan teknologi. Beberapa tantangannya termasuk mempelajari dan mengintegrasikan alat pembelajaran digital ke dalam pengajaran sehari-hari, memastikan semua</li> </ul>



			<p>siswa memiliki akses yang setara terhadap teknologi, mengatasi masalah teknis yang mungkin timbul, dan terus meningkatkan keterampilan dalam menggunakan teknologi untuk mendukung pembelajaran efektif.</p>
	<ul style="list-style-type: none"> <li>- Partisipasi Orang tua dan masyarakat sekitar</li> </ul>	<ul style="list-style-type: none"> <li>- Apakah bapak/ibu memiliki tantangan yang berasal dari orang tua ataupun masyarakat sekitar sekolah?</li> <li>- Apa saja bentuk tantangan yang bapak/ibu hadapai?</li> </ul>	<ul style="list-style-type: none"> <li>- Ya, saya menghadapi tantangan yang berasal dari orang tua atau masyarakat sekitar sekolah. Beberapa tantangannya meliputi harapan yang berbeda-beda dari orang tua terhadap pendidikan anak, tantangan dalam membangun hubungan kerjasama yang baik dengan orang tua, serta adanya pengaruh masyarakat yang bisa mempengaruhi lingkungan belajar di sekolah.</li> </ul>
	<ul style="list-style-type: none"> <li>- Lingkungan</li> </ul>	<ul style="list-style-type: none"> <li>- Apakah bapak/ibu memiliki tantangan terkait dengan lingkungan tempat mengajar?</li> <li>- Apa saja bentuk tantangan yang bapak/ibu hadapai?</li> </ul>	<ul style="list-style-type: none"> <li>- Ya, saya menghadapi tantangan terkait dengan lingkungan tempat mengajar. Beberapa tantangannya meliputi fasilitas fisik yang kurang memadai, kebisingan atau gangguan dari lingkungan sekitar yang dapat mengganggu pembelajaran</li> </ul>

**Appendix 4**  
**Documentation**







**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**  
**UNIT PELAKSANA TEKNIS BAHASA**



Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404  
PO Box 909 Parepare 91100, website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

**SURAT KETERANGAN**

Nomor: B-168/In.39/UPB.10/PP.00.9/07/2024

Yang bertanda tangan dibawah ini,

Nama : Hj. Nurhamdah, M.Pd.  
NIP : 19731116 199803 2 007  
Jabatan : Kepala Unit Pelaksana Teknis (UPT) Bahasa

Dengan ini menerangkan bahwa berkas sebagai berikut atas nama,

Nama : Mardhatillah  
Nim : 2020203879102006  
Berkas : Abstrak

Telah selesai diterjemahkan dari Bahasa Indonesia ke Bahasa Inggris dan Bahasa Arab pada tanggal 19 Juli 2024 oleh Unit Pelaksana Teknis Bahasa IAIN Parepare.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 19 Juli 2024  
Kepala,



**Hj. Nurhamdah, M.Pd.**  
NIP 19731116 199803 2 007

# THE CHALLENGES FACED BY EFL TEACHERS IN IMPLEMENTING INDEPENDENT CURRICULUM

Mardhatillah<sup>1</sup>, Magdahalena Tjalla<sup>2</sup>, Arqam<sup>3</sup>, Zulfah Fakhruddin<sup>4</sup>, Ambo Dalle<sup>4</sup>

English Education, Post Graduate, Institut Agama Islam Negeri Parepare, Indonesia<sup>1,2,3,4,5</sup>  
[mardhatillahukkas22@gmail.com](mailto:mardhatillahukkas22@gmail.com), [magdahalenatjalla@iainpare.ac.id](mailto:magdahalenatjalla@iainpare.ac.id), [arqam@iainparepare.ac.id](mailto:arqam@iainparepare.ac.id),  
[zulfah@iainpare.ac.id](mailto:zulfah@iainpare.ac.id), [hambodalle@iainpare.ac.id](mailto:hambodalle@iainpare.ac.id),

## ABSTRACT

This research aims to identify the challenges faced by English teachers in implementing the Independent Curriculum at MAN 2 Parepare. The study employs a descriptive qualitative approach, with three English teachers who are implementing the Independent Curriculum in their classes serving as the subjects. Data was gathered through interviews, observations, and documentation. The data was then analyzed through the following steps: 1) Data collection, gathering all information from interviews, observations, and documentation; 2) Data reduction, sorting and summarizing the data systematically; 3) Data presentation, displaying the collected data; 4) Drawing conclusions, summarizing the research findings to address the research questions.

The findings reveal that English teachers at MAN 2 Parepare face several challenges in implementing the Independent Curriculum, divided into internal and external challenges. Internal challenges include: 1) Classroom management challenges; 2) Workload challenges; 3) Motivation and job satisfaction challenges; 4) Resource and support challenges; 5) Professional development challenges; 6) Challenges related to technological adaptation. External challenges include: 1) Educational policy challenges; 2) Social condition challenges; 3) Parental participation challenges; 4) Environmental challenges.

**Keywords :** Independent Curriculum, EFL teachers, challenges

## INTRODUCTION

A nation's greatness can be seen through its Human Resources, prompting continuous educational development and curriculum changes to enhance quality. In Indonesia, curriculum reforms, such as KBK, KTSP, and K13, reflect government efforts to improve education quality, as mandated by Law No. 20 of 2003 on the National Education System. This law underpins curriculum policies promoting independent, creative learning where students and teachers have freedom in the learning process. The Ministry of Education, Culture, Research, and Technology aims to prepare a future golden generation through quality education programs, including the independent learning program. The independent learning program, now implemented in Indonesia, seeks to create a joyful learning atmosphere for students and teachers. This program is part of the independent curriculum designed to encourage innovative and expressive thinking in schools. Assessments from institutions like PIRLS, TIMSS, and PISA reveal quality gaps in primary and secondary education due to limited access to quality teachers, resources, and technology for economically disadvantaged students. Independent learning aims to bridge this gap through flexible curricula, school autonomy, and enhanced teacher capacity. The essence of independent learning is to unlock the potential of teachers and students, making equitable access to technology essential. The independent curriculum revitalizes the education system by focusing on key competencies, enjoyable learning activities, competency and values-based curriculum, and individual needs-based approaches. The government grants schools the freedom to choose their curriculum, allowing educators to tailor learning to students' needs. The Ministry of Education and Culture recommends phased implementation of the independent curriculum based on each school's conditions. Proper implementation requires adequate facilities and teacher preparedness. Challenges in implementing the independent curriculum include the transition from the 2013 curriculum, lack of knowledge about the new curriculum, and the need for teacher professionalism. Teacher freedom in the learning process is crucial, yet challenges arise from both internal and external factors. This study will focus on internal challenges faced by English teachers in implementing the independent curriculum, with potential exploration of external factors if relevant. This research, titled "The Challenges Faced by English Teachers in Implementing the Independent Curriculum," aims to thoroughly discuss these issues.

## LITERATURE REVIEW

The first issue regarding the problems faced by teachers in implementing the Independent Curriculum by Enjelli Hehakaya and Delvyn Pollatu (2022), Mei Nur Rusmiati, et al (2023), Hendra Susanti, et al (2023), Nabillatus Solikhah and Aktim Wahyuni (2023), Erwin Simon Paulus Olak Wuwur (2023), Siti Zulaiha, et al (2022), Fir Tri Ajeng Oktavia, et al (2023), and Faridahtul Jannah, et al (2022). Their research results indicate that there are several issues for teachers in implementing the Independent Curriculum, namely; 1) lack of teacher understanding about the preparation of teaching modules; 2) teachers face problems in analyzing CP, TP, and ATP; 3) Lack of teacher understanding related to the implementation of Independent Curriculum-based learning and assessment; 4) Lack of teacher understanding of models, methods, and strategies based on the Independent Curriculum; 5) Teachers are still unfamiliar with IT; 6) Insufficient learning facilities and infrastructure. The second issue regarding the challenges faced by teachers in implementing the Independent Curriculum by Restesa Rahmayumitaa and Nurkhairo Hidayati (2023), Femberianus Sunario Tangu (2023), Abdul Fattah Nasution (2023), Okki Yansah, et al (2023), and Nurul Qomariyah and Muliatul Maghfiroh (2020). Their research results indicate several challenges for teachers in implementing the Independent Curriculum, including; 1) Teachers need in-depth guidance in adapting the Independent Curriculum into the planning, implementation, and assessment of learning; 2) a challenge for teachers in analyzing CP, TP, and ATP in the Independent Curriculum; and 3) the insufficient digital technology skills of teachers. After explaining the research results regarding the implementation of the Independent Curriculum, the current researcher found that the challenges of English teachers in implementing the Independent Curriculum into their teaching have not received much attention from previous researchers.

Teacher challenges in the field are one of the determining factors in implementing the new curriculum. How well the government plans its curriculum ultimately depends on the quality of teachers in the field. Teachers need to have the ability to teach students in a way that is challenging, fun, motivating and inspiring, as well as giving them opportunities to develop skills in accordance with curriculum requirements. Therefore, the qualifications and willingness of teachers to follow the guidelines and directions for curriculum renewal need to be considered. Therefore, researchers will conduct research on the challenges of English teachers in implementing the Independent Curriculum into their classroom teaching.

## METHODOLOGY

This study was designed using a qualitative design because the focus of the research was to describe the challenges faced by English teachers in implementing independent curriculum. Creswell in 2012 states that mixed methods research is a research design with philosophical assumptions as well as an inquiry method. This method focuses on collecting, analyzing, and qualitative data in a single study or a series of studies. The main premise is that the use of qualitative approaches provides a better understanding of the research problem than either approach. Furthermore, In this study, data were collected through observation and interviews. In the data collection process, qualitative. This research was conducted in three schools, the first school was at MAN 2 Parepare, located at Jl. Jenderal Sudirman, Cappa Galung, Kec. Bacukiki Barat., Kota Parepare, Prov. South Sulawesi. This research was chosen after making observations before conducting this research. The problems encountered are related to the concept of this research. The duration of the study is 30 days.

### 1. RESULT

Based on the results of research conducted by the researcher regarding challenges faced by teachers in implementing the independent curriculum in EFL classes, the researcher found several opinions obtained from interviews with several teachers at MAN 2 Parepare. At the interview stage, the author used 2 indicators of challenges, namely Internal Factors. In internal factors there were several questions asked regarding teacher challenges in terms of Classroom management, Workload, Motivation and job satisfaction, Resources and support, and Professional development in the independent curriculum implementation. The second was External factors, to finding out the challenges faced by teachers in terms of educational policy, technology, social and economic conditions, parental participation, and the environment.

The following is a table of these indicators created by the author regarding several questions submitted to English teachers.

### 3. Internal challenges

In the interviews conducted by researchers, to find out challenges faced by teachers in independent curriculum implementation, the researchers asked five questions namely the first, challenges faced by teacher related to classroom management in independent curriculum implementation; second, challenges faced by teacher related to workload in independent curriculum implementation ; third, challenges faced by teacher related to Motivation and job satisfaction in independent curriculum implementation; fourth, challenges faced by teacher related to Resources and support in independent curriculum implementation. The last, challenges faced by teacher related to Professional development in independent curriculum implementation.

**Table.4.1 Internal Challenges**

Questions	Teachers	Interview Data
7. challenges faced	T1	- Differences in student

by teacher related to classroom management in independent curriculum implementation		characters make it difficult to apply concepts that have been well designed
	T2	- Before teaching, teachers must carry out a diagnostic assessment to understand students' character, learning styles and prior knowledge. This process requires complicated preparation and is time consuming, especially with a large number of students
	T3	- Managing the diversity of student abilities, adapting learning methods, and ensuring student involvement in independent learning are additional challenges that must be faced
8. challenges faced by teacher related to workload in independent curriculum implementation	T1	- Teachers must be able to map and set a priority scale between important and unimportant tasks, which is often a challenge
	T2	- The many administrative demands that teachers have to carry out often make it difficult for them to focus, because on the one hand they have to teach and on the other hand they also have to complete various administrative tasks.
	T3	- Maintaining motivation and satisfaction in teaching, especially in certain subjects such as English, is also a challenge. - Teachers must be able to maintain student enthusiasm, adapt material to their needs, and find creative ways to keep learning interesting
9. challenges faced by teacher related to	T1	- Teachers find it difficult to determine short-



Motivation and job satisfaction in independent curriculum implementation		term and long-term goals, which are important to provide clear direction in the teaching process
	T2	- The large number of work demands often causes stress which has a negative impact on teaching activities, so that they cannot be carried out optimally
	T3	- Maintaining motivation and satisfaction in teaching, especially in a subject like English, becomes a challenge. - Teachers must be able to maintain students' enthusiasm, adapt material to their needs, and find creative ways to keep learning interesting
10. challenges faced by teacher related to Resources and support in independent curriculum implementation	T1	- teachers experience a lack of support from colleagues, especially due to age differences, so discussions regarding the Implementation of the Independent Curriculum (IKM) are still minimal
	T2	- There are problems with the availability of learning resources such as books based on the Independent Curriculum and technological facilities that are still inadequate to support technology-based learning. - support between fellow teachers is quite good
	T3	- Technological limitations and inadequate administrative support also become obstacles in implementing effective learning
11. challenges faced by teacher related to Professional development in independent curriculum implementation	T1	- Professional development is often hampered by unsupportive conditions and environments, which make the process of increasing competence difficult

	T2	- Even though they often participate in Merdeka Curriculum training, teachers find that what they learn in the training is difficult to apply in teaching practice, although there are also things that can be applied
	T3	- challenges in gaining access to relevant training and professional development, resources for research and curriculum development, and support to meet new developments in learning, particularly in subjects such as English

Based on the table above it can be explained that:

g. Challenges faced by teacher related to classroom management in independent curriculum implementation

There are several categories regarding challenges faced by teacher related to classroom management in independent curriculum implementation. The first is that diverse student characteristics. Second, Diagnostic Assessment. Lastly, diversity of student abilities and time limitations.

h. Challenges faced by teacher related to workload in independent curriculum implementation ;

There are several categories regarding Challenges faced by teacher related to workload in independent curriculum implementation. First challenge is division of tasks, Teacher must be able to map and set a priority scale between important and unimportant tasks. Second is many administrative demands. Last challenge is Maintaining motivation and satisfaction in teaching.

i. Challenges faced by teacher related to motivation and job satisfaction in independent curriculum implementation

There are several categories regarding Challenges faced by teacher related to motivation and job satisfaction in independent curriculum implementation. First is determining goals. Second is stress due to many demands. Last is maintaining motivation and creativity.

j. Challenges faced by teacher related to resources and support in independent curriculum implementation.

There are several categories regarding challenges faced by teacher related to resources and support in independent curriculum implementation. First is lack of support from coworkers. Second is learning resources and technology facilities. Last is technology limitations and administrative support.

k. Challenges faced by teacher related to professional development in independent curriculum implementation.

There are several categories regarding challenges faced by teacher related to professional development in independent curriculum implementation. First is unfavorable conditions and environment. Second, training is difficult to apply in teaching practice. Last is access and support for professional development.

#### 4. External Challenges

In the interviews conducted by researchers, to find out challenges faced by teachers in independent curriculum implementation, the researchers asked five questions namely the first, challenges faced by teacher related to educational policy in independent curriculum implementation; second, challenges faced by teacher related to technology in independent curriculum implementation ; third, challenges faced by teacher related to social and economic conditions in independent curriculum implementation; fourth, challenges faced by teacher related to parental participation in independent curriculum implementation. The last, challenges faced by teacher related to environment in independent curriculum implementation.

**Table.4.2 External Challenges**

Questions	Teachers	Interview Data
1. challenges faced by teacher related to educational policy in independent curriculum implementation	T1	- Government policies regarding the Driving School Program add to the many programs that must be implemented outside of the main responsibility as an educator
	T2	- Current education policies require schools to follow a strict curriculum and carry out various mandatory activities and programs such as P5 activities.
	T3	- Challenges include understanding and implementing new curriculum changes, adapting learning methods to frequently changing policies, and navigating new and complex administrative requirements
2. challenges faced by teacher related to technology in independent curriculum implementation	T1	- do not have experience challenges in adapting technology
	T2	- Teachers who are no longer young face difficulties in learning technology, requiring repetition and longer time to understand
	T3	- Challenges faced include understanding and using digital learning tools effectively, overcoming limited access to technology in

		students' environments, and continuously updating technology skills to support innovative learning
3. challenges faced by teacher related to social and economic conditions in independent curriculum implementation	T1	- Differences in social and economic conditions both in the school environment and in students require special handling from educators so as not to disrupt learning
	T2	- Each student has a different socioeconomic background, which influences their ability to learn. The Teacher must pay extra attention, especially to students in harsh social conditions or low economic backgrounds, to ensure they can still learn well
	T3	- Challenges include economic disparities among students, social impacts affecting learning, varying family support, and ensuring all students feel supported and engaged in learning.
4. challenges faced by teacher related to parental participation in independent curriculum implementation	T1	- The main challenge is to provide understanding to parents of students regarding the Implementation of the Independent Curriculum (IKM), especially regarding new terms such as assessment, because many parents do not understand.
	T2	- There are no challenges faced because parents and the community can cooperate well and there are no problems in supporting learning and school activities
	T3	- The challenges are facing different expectations from parents regarding their children's education, building good cooperative relationships with parents, and overcoming societal influences that can

		influence the learning environment at school.
5. Challenges faced by teacher related to environment in independent curriculum implementation.	T1	- Teacher must be able to provide guidance regarding the culture surrounding the school environment to ensure good integration between the school environment and local culture
	T2	- Many learning facilities in schools still need to be equipped, especially learning resources and technology which must better support a technology-based curriculum
	T3	- Challenges include inadequate physical facilities as well as noise or disturbances from the surrounding environment which can disrupt the learning process

Based on the table above it can be explained that:

a. Challenges faced by teacher related to educational policy in independent curriculum implementation

There are several categories regarding challenges faced by teacher related to educational policy in independent curriculum implementation. The first is that government policies regarding the driving school program add to the many programs that must be implemented outside of the main responsibility as an educator. Second, strict curriculum and mandatory programs. Last, challenges in policy understanding and implementation.

b. Challenges faced by teacher related to technology in independent curriculum implementation ;

There are several categories regarding Challenges faced by teacher related to technology in independent curriculum implementation. The first is Technology Learning Difficulties for Senior Teachers. Second, challenges of Understanding and Using Technology

c. Challenges faced by teacher related to social and economic conditions in independent curriculum Implementation

There is Challenges faced by teacher related to social and economic conditions in independent curriculum implementation. That is challenges of differences in social and economic conditions

d. Challenges faced by teacher related to parental participation in independent curriculum implementation.

There are several categories regarding challenges faced by teacher related to resources and support in independent curriculum implementation. First is The main challenge is to provide understanding to students' parents regarding the Implementation of the Independent Curriculum (IKM), especially regarding new terms such as assessment, because many parents do not understand. Second is Other challenges include dealing with different expectations from parents regarding their children's education, building good collaborative relationships with parents, and overcoming societal influences that can affect the learning environment at school.

e. Challenges faced by teacher related to environment in independent curriculum

implementation.

There are several categories regarding challenges faced by teacher related to environment in independent curriculum implementation. First is Teachers have a challenge, namely that they must be able to provide guidance related to the culture around the school environment to ensure good integration between the school environment and local culture. Second is Limited Learning Facilities. Last is Disturbances from the surrounding environment that can interfere with the learning process.

## DISCUSSION

The discussion of this research explains the findings regarding the research question about challenges faced by EFL teachers in implementing Independent Curriculum.

### 1. Internal Challenges

#### a. Classroom management

From the research findings, researchers found that there were various challenges faced by teachers regarding classroom management in implementing the independent curriculum. The first is the diverse characteristics of students. Differences in student characters make it difficult to apply concepts that have been well designed. Second, Diagnostic Assessment. Before teaching, teachers must carry out a diagnostic assessment to understand students' character, learning styles and prior knowledge. This process requires complicated preparation and is time consuming, especially with a large number of students. This is in line with Kurniati and Kusmawati in 2023 in their research that one of the teachers' tasks is to identify all the needs of students in the learning process, so that students will more easily understand all learning material. Last challenges, the diversity of student abilities and time constraints. This is related with Febrianti et al. in 2023 that one of the difficulties teachers have in learning is limited by the time available.

#### b. Workload

From the research results, researchers found that there were challenges faced by teachers related to workload in implementing the independent curriculum. The first challenge is the division of tasks. Teachers must be able to map and set a priority scale between important and unimportant tasks. Second, there are many administrative demands. The final challenge is maintaining motivation and satisfaction in teaching. These challenges show that cooperation is needed between the government, schools and teachers to create a work environment that is supportive and conducive to implementing an independent curriculum. This is in line with Richard M. Ingersoll's in 2001 article discussing the factors that cause high levels of teacher turnover, including excessive workload and lack of administrative support. Ingersoll suggests that to reduce teacher turnover, there needs to be a restructuring of administrative tasks and increased support for teachers.

#### c. Motivation and job satisfaction

From the research findings, researchers found that there are various challenges faced by teacher related to motivation and job satisfaction in independent curriculum implementation. First is determining goals. Second is stress due to many demands. Last is maintaining motivation and creativity. The last thing is to maintain motivation and creativity. Maintaining motivation and satisfaction in teaching, especially in a subject like English, becomes a challenge. Teachers must be able to maintain students' enthusiasm, adapt material to their needs, and find creative ways to keep learning interesting. This is related to Widayati's opinion in 2022. One of the efforts so that teachers do not experience pressure is that teacher freedom in the learning process is the meaning of freedom in real learning. The system of this curriculum is to provide the widest possible opportunities for teachers to design learning according to the characteristics of students.

#### d. Resources and support

From the research findings, researchers found that there were various challenges faced by teachers regarding resources and support in implementing the independent curriculum. The first is the lack of support from colleagues. Second, learning resources and technological facilities. Lastly are the limitations of technology and administrative support. Significant investment in resource development, technology infrastructure, and administrative support is required. In addition, creating a collaborative and supportive work environment will help teachers implement independent curriculum more effectively and efficiently. This is related to research by Yong Zhao and Kenneth A. Frank in 2003 highlighting the importance of technological and administrative support in the successful use of technology in schools. They found that adequate support from school administration is essential to ensure that technology can be used effectively in teaching.

#### **e. Professional development**

From the research findings, researchers found that there are various challenges faced by teacher related to professional development in independent curriculum implementation. First challenge is unfavorable conditions and environment. Second, training is difficult to apply in teaching practice. Even though they often attend Merdeka Curriculum training, some teachers find that what they learn in the training is difficult to apply in teaching practice, although some can be applied. This is in line with Ana Widayastuti's research in 2022 that one of the challenges for teachers in implementing independent learning is Teaching Skills. Teachers are required to upgrade skills teaching according to the independent learning program. Last challenge is access and support for professional development.

#### **f. Technology**

From the research findings, researchers found challenges faced by teachers related to technology in implementing independent curriculum. Challenges include low understanding and difficulties in utilizing technology in technology learning, especially for senior teachers. The importance of overcoming technological challenges in implementing independent curriculum. By providing training, mentoring, resources, time to adapt, rewards, and adequate infrastructure, teachers, including senior ones, can more easily overcome difficulties and utilize technology effectively in learning. This is related to research by Ertmer and Ottenbreit-Leftwich in 2010 discussing that teachers' knowledge, self-confidence and beliefs greatly influence their ability to integrate technology into learning. They emphasized the importance of ongoing support and relevant training to help teachers overcome technology challenges.

#### **2. External Challenges**

##### **a. Educational policy**

From the research findings, researchers found that there are various challenges faced by teacher related to educational policy in independent curriculum implementation. The first is that government policies regarding the driving school program add to the many programs that must be implemented outside of the main responsibility as an educator. Second, strict curriculum and mandatory programs. Last, challenges in policy understanding and implementation.

##### **b. Social and economic conditions**

From the research findings, researchers found that there are various challenges faced by teacher related to social and economic conditions in independent curriculum implementation. That is challenges of differences in social and economic conditions, each student has a different socioeconomic background, which influences their ability to learn. Teachers must pay extra attention. Each student has a different socioeconomic background, which influences their ability to learn. Teachers must pay extra attention. This is in line with Khoerunisa Fitriani's research in 2014 that parents' socio-economic status has a 21.53% influence on partial interest in continuing their education to college.

##### **c. Parental participation**

From the research findings, researchers found that there were various challenges faced by teachers regarding resources and support in implementing the independent curriculum. The first challenge is to provide students' parents with understanding regarding the Implementation of the Independent Curriculum (IKM), especially regarding new terms such as assessment, because many parents do not yet understand. Second, other challenges include dealing with different expectations from parents regarding their children's education, building good cooperative relationships with parents, and overcoming societal influences that can affect the learning environment at school. A comprehensive and collaborative approach is required. Schools must provide adequate support for teachers, as well as build effective communication and strong relationships with parents and communities. This will help ensure that the implementation of the independent curriculum can run more smoothly and provide maximum benefits for students. This is in line with Joyce L. Epstein in 2001 who argued that collaboration between schools, families and communities is very important to improve the quality of education. Epstein developed a collaborative model that shows how effective communication and parent involvement can improve understanding and support for school synchronization .

#### **d. Environment**

From the research findings, researchers found that there are various challenges faced by teacher related to environment in independent curriculum implementation. First is Teachers have a challenge that they must be able to provide guidance related to the culture around the school environment to ensure good integration between the school environment and local culture. From the research findings, researchers found that there were various challenges faced by teachers related to the environment in implementing the independent curriculum.

The first is that teachers have a challenge, namely that they must be able to provide guidance regarding the culture around the school environment to ensure good integration between the school environment and local culture. This is in line with Shinta Dwi Handayani's research in 2022 that one of the independent curriculum programs is the integration of local wisdom culture with an independent curriculum to realize the Pancasila student profile.

The second challenge is the limited learning facilities. Many learning facilities in schools still need to be equipped, especially learning resources and technology which must better support a technology-based curriculum. This is in line with Ana Widyatuti's research in 2022 that one of the challenges for teachers in implementing independent learning is minimal teacher facilities and quality. There are several schools that still have facilities which is limited, so it is not yet possible if implementing an independent curriculum system. Last challenge is Disturbances from the surrounding environment that can interfere with the learning process. This is related to the research of Hidayat Ardiyansyah et.all in 2019 which states that the importance of support provided by the school environment in the presence of a physical environment. Capable, a social environment that synergizes between students and students, teachers, staff and employees, as well as a supportive academic environment students' behavior to behave very well.

#### **2. External Challenges**

a. Educational policy The challenges faced by teachers regarding educational policies in implementing the Independent Curriculum include government policies that increase the workload of teachers through driving school programs, strict curriculum and mandatory programs, as well as difficulties in understanding and implementing policies.



---

## CONCLUSIONS

Based on the results of research and analysis carried out by researchers regarding the Challenges faced by English teachers in implementing the independent curriculum, the following conclusions can be drawn:

### 1. Internal Challenges

#### a. Classroom management

Challenges in classroom management when implementing the Merdeka Curriculum include the diversity of student characteristics, time-consuming diagnostic assessments and complicated preparation, as well as limited time to accommodate differences in student abilities. This shows that teachers need to identify students' needs correctly to facilitate understanding of learning material.

#### b. Workload

Challenges related to teacher workload in implementing the Independent Curriculum include appropriate division of tasks, many administrative demands, and efforts to maintain motivation and satisfaction in teaching. Teachers need to be able to map and set priorities between important and non-important tasks to manage workload effectively.

#### c. Motivation and job satisfaction

Challenges related to motivation and job satisfaction include goal setting, stress due to many demands, and efforts to maintain motivation and creativity. Teachers must be able to maintain students' enthusiasm, adapt material to their needs, and find creative ways to keep learning interesting, despite facing pressure and freedom in the learning process.

#### d. Resources and support

Challenges related to resources and support in implementing the Merdeka Curriculum include lack of support from colleagues, limited learning resources and technological facilities, as well as limited technology and administrative support. Teachers need adequate support from various parties to overcome this challenge.

#### e. Professional development

Challenges in teacher professional development include unsupportive conditions and environments, difficulties implementing training in teaching practice, and access and support for professional development. Despite frequently attending Merdeka Curriculum training, some teachers find it difficult to apply what they learn in teaching practice, indicating the need to improve their teaching skills in accordance with the independent learning program.

#### f. Technology

Challenges faced by teachers regarding technology in implementing the Independent Curriculum include low understanding and difficulties in using technology in learning, especially for senior teachers.

### 2. External Challenges

#### a. Educational policy

The challenges faced by teachers regarding educational policies in implementing the Independent Curriculum include government policies that increase the workload of teachers through driving school programs, strict curriculum and mandatory programs, as well as difficulties in understanding and implementing policies.

#### b. Social and economic conditions

Challenges related to social and economic conditions in implementing the Independent Curriculum include differences in students' socio-economic backgrounds which affect their

learning abilities. Teachers must pay extra attention to accommodating the needs of these diverse students.

#### c. Parental participation

The challenges teachers face regarding parent participation in implementing the Merdeka Curriculum include providing parents with an understanding of the new curriculum, handling different expectations from parents, building good collaborative relationships, and overcoming social influences that can influence the learning environment at school.

d. Environment Challenges faced by teachers regarding the environment in implementing the Independent Curriculum include providing guidance regarding local culture to ensure good integration between the school environment and local culture, limited learning facilities, as well as interference from the surrounding environment which can disrupt the teaching and learning process. Integration of local culture and limited facilities require more attention to support the implementation of a technology-based curriculum.

## REFERENCES

Abualrob, M. M. A., & Al-Saadi, S. H. Performance-Based Assessment: Approach and Obstacles by Higher-Elementary Science Teachers In Palestine. *Journal of Education and Learning*, 8(2). 2019.

Ahmadi, M. R., Ismail, H. N., & Abdullah, M. K. K. Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy. *International Journal of Learning and Development*. 2012

Ana Widyastuti, "Merdeka Belajar dan Implementasinya: Merdeka Guru-Siswa, Merdeka Dosen-Mahasiswa, Semua Bahagia". h. 78-79, 2022.

Ana Widyastuti, Merdeka Belajar dan Implementasinya: Merdeka Guru-Siswa, Merdeka Dosen-Mahasiswa, Semua Bahagia. h. 78-79, 2022.

Arif, S., & Suwanto, FX. *Metode dan Teknik Penelitian Sosial*. Yogyakarta: Andi, 2007.

Asakereh & Afshar. *Speaking Skills Problems Encountered by Iranian EFL Freshmen and Seniors from Their Own and Their English Instructors' Perspectives*, 2016.

Asrul, Rusydi Ananda, dan Rosnita. *Evaluasi Pembelajaran*. Cetakan Kedua. Bandung: Cipta Pustaka Media, 2015.

Brigham, E. F., & Ehrhardt, M. C. (2017). *Financial Management : Theory & Practice* (15th ed.). Massachusetts: Cengage Learning.

Brookhart, S. M. *How to Create and Use Rubrics for Formative Assessment and Grading*. Alexandria: ASCD, 2013.

Brown, and Priyanvada A. *Language Assessment Principles and Classroom Practice*. New York: Pearson Education, Inc, 2010.

Brown, H. D. *Language assessment: Principles and classroom practices*. New York: Pearson/Longman.

Brown, H. Douglas. *Principles of Language Learning and Teaching*. London: Longman, 2004.

Brynjolfsson, Erik, dan Lorin M Hitt. 2000. "Beyond Computation: Information

Cresswell, John W. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 3rd ed. New Jersey: Pearson Merrill Prentice-Hall, 2008.

Creswell, J. W. *Research Design : Qualitative, Quantitative, And Mixed Methods Approaches*. SAGE Publications, 2014.

Crystal, D. *English as a global language, (2nd Ed.)*. Cambridge: Cambridge

University Press, 2003.

Crystal, D. English as Global Language. Cambridge: Cambridge University Press, 1997.

Dessler, G. (2020). Human Resource Management (16th ed.). New York: Pearson Education.

Dormer, J. E. Improving speaking accuracy through awareness. *Journal of Adult Education*, 42, 2013.

Dra. Hj. Seniawati Arifin. English teacher, Interviewed at UPT MAN 2 Parepare on 27<sup>st</sup> October, 2023.

Febrianti, V. P., Cahyani, A., Cahyani, S., Allisa, S. N., Rafik, M., & Arifah, R. N. "Analisis Kesulitan Guru Biologi SMAN 2 Pandeglang dalam Mengimplementasikan Pembelajaran Terdiferensiasi". *Jurnal Pembelajaran Inovatif*, 6(1), 17–24, 2023. <https://doi.org/10.21009/JPI.061.03>

Ghalia Indonesia: Bogor.

Goh, C. C. M., & Burns, A. Teaching speaking: A holistic approach. Cambridge University Press, 2012.

Griffith, W. I., & Lim, H. Y. Performance-based assessment: Rubrics, web 2.0 tools, and language competencies. *MEXTESOL Journal*, 36(1), 2011.

H. Douglas Brown. *Language Assessment: Princip and Classroom Practices*. San Francisco State University, 2004.

Harmer, J. The Practice of English Language Teaching. 4th ed. London: Longman, 2007.

Harsiah. Comparison of Students' Speaking Ability Between SMP Graduates and Mts Graduates at MAN 2 Marabahan Batola Regency. Banjarmasin: Unpublished S1 Thesis. Faculty of Tarbiyah and Teachers' Training. IAIN Antasari Banjarmasin, 2013.

Hart, S. L. (1997). Beyond greening: strategies for a sustainable world. *Harvard business review*, 75(1), 66-77.

Hattie, J., & Timperley, H. The Power of Feedback. *Review of Educational Research*, 77(1), 2007.

Heizer, J., Render, B., & Munson, C. (2017). Operations Management: Sustainability and Supply Chain Management. In Edinburgh: Pearson Education Limited.

Hidayat Ardiyansyah et.all, "Pengaruh Lingkungan Sekolah Terhadap Moral Siswa Sekolah Menengah Pertama", *Jurnal Moral Kemasyarakatan* Vol. 4 No. 1 Tahun 2019 | Hal. 1 – 7, 2019.

Hill, Charles W.L. (2012). *International Business: Competing in the Global*

Hornby, AS. *Oxford Advanced Learner's Dictionary of Current English, Longman dictionary of American English*. (2004). United Kingdom: Pearson Education Limited, 1995.

Hughes, A. Testing for Language Teachers. Cambridge: Cambridge University Press, 1989/2003.

Husnawati. Student's Speaking Performance: Some Challenging Factors, 2017. Hughey, J.B., Wormuth, D.R., Hartfiel, V.F. & Jacobs, H.L. Teaching ESL composition: Principles and techniques. Rowley, MA: Newbury

Hybels, S., & Weaver, II, R. L. Communicating Effectively. (10th ed). Boston: McGraw-Hill Higher Education, 2004.

Information Collection & Exchange: USA, 1989.

Jack C. Richards. Teaching Listening And Speaking; From Theory to Practice. New York: Cambridge University Press, 2008.

Khoerunisa Fitriani, "Pengaruh Motivasi, Prestasi Belajar, Status Sosial Ekonomi Orang Tua Dan Lingkungan Sekolah Terhadap Minat Melanjutkan Pendidikan Ke Perguruan

Tinggi Pada Siswa Kelas Xii Akuntansi Smk Negeri 1 Kendal, Economic Education Analysis Journal, 2014.

Klaus Zechner, Lei Chen, dkk “Automated Scoring of Speaking Tasks in the Test of English-for-Teaching (TEFT™), 2015.

Kotler, P., & Keller, K. L. (2016). Marketing Management. 15th Edition. Harlow : Pearson Education Limite

Kurniati, L., & Kusumawati, R. “Analisis Kesiapan Guru SMP di Demak dalam Penerapan Kurikulum Merdeka. Jurnal Cakrawala Ilmiah” 2(6), 2683–2692, 2023.

Lai-Mei Leong<sup>1</sup> & Seyedeh Masoumeh Ahmadi<sup>2</sup>, An Analysis of Factors Influencing Learners’ English Speaking Skill, 2017.

*Language Centre Journal*, 37(3), 308. doi: 10.1177/0033688206071,2006.

Latifa, A., Rahman, A., Hamra, A., Jabu, B., & Nur, R. Developing a Practical Rating Rubric of Speaking Tests For University Students of English In Parepare, Indonesia. *English Language Teaching*, 8(6), 2015. <http://dx.doi.org/10.5539/elt.v8n6p166>.

Lewis, M. P., Gary F. S., & Charles D. F. *Ethnologue: Languages of The World*, Eighteenth Edition. Dallas, Texas: SIL International, 2015.

Leyland, C. “For Mutual Intel Igibility, Must English as a Lingua Franca be Standardized?” *Annual Review of Education, Communication & Language Sciences*, 2011.

Luoma, S. *Assessing speaking*. Cambridge University Press, 2004.

Luu Trong Tuan. Teaching and Assessing Speaking Performance through Analytic Scoring Approach. *Journal of Adult Education Theory and Practice in Language Studies*, Vol. 2, No. 4, 2012.

Mangkuprawira, Sjafri. 2011. Manajemen Sumber Daya Manusia Strategik (edisi kedua).

Manufactured in Finland. doi:10.4304/tpls.2.4.673-679.

Marketplace( 9th edition). New York : McGrawHill.

Marzano, R. J. *The art and Science of Teaching: A Comprehensive Framework For Effective Instruction*. Alexandria, VA: ASCD, 2009.

Matthews, C. *Speaking Solution Interaction, Presentation, Listening and Pronunciation Skill*. USA : Longman, 1994.

Mei Kao, Shin and Chi Weng, Wang. “Do You Understand?”: An Analysis of Native and Non-native EFL Teachers” Questioning Patterns at a Taiwanese Cram School. *Asian EFL journal*. 4(14), 2012.

Mertler, C. A. Designing Scoring Rubrics for Your Assessment. Available at: (Accessed: 15 Juni 2023), 2001. <http://pareonline.net/getvn.asp?v=7&n=25>

Mu-hsuan chou. An integrated approach to developing and assessing EFL students’ speaking ability and strategy use. *Journal of Language Education & Assessment* 4 (1), 2021.

Mulatsih, D. Pronunciation Ability by Using English Song in Indonesian Student of Unswagati Cirebon. *Academic Journal Perspective : Education, Language, and Literature*. <https://doi.org/10.33603/perspective.v2i2.1665>, 2018. National Council on Teacher Quality. Teacher Quality 2.0. Retrieved from <https://www.nctq.org/publications/Teacher-Quality-2.0>, 2016.

Nunan, D. *Practical English Language Teaching Teacher's Text Book*. McGraw-Hill, 2003.

Online: <http://www.ethnologue.com>

Orr, M. *The FCE speaking test: Using Rater Reports to Help Interpret Test Scores*.

Parupalli Srinivas Rao. The Importance of Speaking Skills in English Classrooms, 2019.

Peace, Corp. *TEFL/TESL: Teaching English as a Foreign or Second Language*.

- Pulungan, I. R. Konsumen Kendaraan Bermotor Menggunakan Metode Scoring System Pada Pt . Adira Finance. 84–87, 2017.
- Rahmi Djafar. Analysis of The Effect of Covid-19 Towards L2 EnglishSpeaking Performance, 2020.  
Retrieved from <https://www.tcbok.org>
- Ryan, R.M. & Dosi, E.L. Ordinary and Extraordinary Self-Confidence: Classic Definition and Direction. *Contemporary Educational Psychology*, 25. 54-67. Doi : 101006?Cep, 2000.
- Sahrnun. The Effectiveness of Using Technique In Improving Studetns “Speaking Ability. Muhammadiyah Univeristy of Makassar, 2015.
- Schein, Edgar H., (2010),”Organizational Culture and Leadership”, Jossey Bass, San Francisco.
- Shiamaa, A. E. F. T. The Effectiveness of Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students. Ain Sham: Ain Sham University, 2006.
- Sugiono, Metode Penelitian Pendidikan Kuantitatif Kualitatif (Cet. 22; Bandung: Alfabeta, 2015.
- Syahputra, A. T., Nurjannah, N., & Arsyam, M. Pemberian Skor Dan Sistem Penilaian Dalam Pembelajaran. *Jurnal Pendidikan*, 2(1), 2020.
- System, 30, 2002.
- Technology, Organizational Transformation and Business Performance.” *Journal of Economic Perspectives* 14 (4): 23–48. <https://doi.org/10.1257/jep.14.4.23>.
- Ur, P. A Course in Language Teaching: Practice and theory. Cambridge: Cambridge University Press, 1996.
- Widayati, E. W. (2022). Pembelajaran Matematika di Era “Merdeka Belajar”, Suatu Tantangan bagi Guru Matematika. *SEPREN: Journal of Mathematics Education and Applied*, 04(01), 01–10, 2022.
- Wortwein. Multimodal Public Speaking Performance Assessment, 2015. Woodrow, L. Anxiety and Speaking English as a Second Language. *Regional*
- Yukl, G. 2013. Leadership in Organization, 8th Edition. London: Pearson Education.
- Zarandi, S. Z. A., & Rahbar, B. Enhancing Speaking Ability Through Intervening Scaffolding Strategies. *Theory and Practice in Language Studies*, 6, 2016.
- Zechner, K., Higgins, D., Xi, X., & Williamson, D. M. Automatic Scoring of Non-Native Spontaneous Speech in Tests of Spoken English. *Speech Communication*, 2009.

Alamat: Jl. Rusdi Toana No.1 Kota Palu – Sulawesi Tengah, Indonesia

E-mail: [pptij@jurnal.unismuhpalu.ac.id](mailto:pptij@jurnal.unismuhpalu.ac.id)

Website: <https://jurnal.unismuhpalu.ac.id/index.php/IJHES>

## Letter of Acceptance

5804/IJHES/PPTIJUMPALU/VII/2024

Date 22 July 2024

International Journal of Health, Economics, and Social Sciences (IJHES)

Dear Author(s)

Mardhatillah<sup>1</sup>, Maghdahalena Tjalla<sup>2</sup>, Arqam<sup>3</sup>, Zulfah Fakhruddin<sup>4</sup>, Ambo Dalle<sup>5</sup>

English Education, Post Graduate, Institut Agama Islam Negeri Parepare, Indonesia<sup>1,2,3,4,5</sup>

[mardhatillahukkas22@gmail.com](mailto:mardhatillahukkas22@gmail.com), [magdahalenatjalla@iainpare.ac.id](mailto:magdahalenatjalla@iainpare.ac.id), [arqam@iainpare.ac.id](mailto:arqam@iainpare.ac.id), [zulfah@iainpare.ac.id](mailto:zulfah@iainpare.ac.id), [hambodalle@iainpare.ac.id](mailto:hambodalle@iainpare.ac.id)

It's my pleasure to inform you that, after the peer review, your paper **THE CHALLENGES FACED BY EFL TEACHERS IN IMPLEMENTING INDEPENDENT CURRICULUM** has been **ACCEPTED** with content unaltered to publish with **International Journal of Health, Economics, and Social Sciences (IJHES)** in **Volume 7 Issue 1 (January 2025)**.

Thank you for making the journal a vehicle for your research interests

With regards

Yours sincerely



*Dr. Ahmad Yani*  
Editor in Chief



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**  
**LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT (LP2M)**  
Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91131 Telepon (0421) 21307, Fax. (0421) 24404  
PO Box 909 Parepare 91100 website: [lp2m.iainpare.ac.id](http://lp2m.iainpare.ac.id), email: [lp2m@iainpare.ac.id](mailto:lp2m@iainpare.ac.id)

**SURAT PERNYATAAN**

No. B.474 /In.39/LP2M.07/07/2024

Saya yang bertanda tangan di bawah ini :

Nama : Muhammad Majdy Amiruddin, M.MA.  
NIP : 19880701 201903 1 007  
Jabatan : Kepala Pusat Penerbitan & Publikasi LP2M IAIN Parepare  
Institusi : IAIN Parepare

Dengan ini menyatakan bahwa naskah dengan identitas di bawah ini :

Judul : The Challenges Faced by EFL Teachers in Implementing Curriculum  
Penulis : Mardhatillah  
Afiliasi : IAIN Parepare  
Email : mardhatillahukkas22@gmail.com

Benar telah diterima pada Jurnal **IJHESS Volume 7 Nomor 1 Tahun 2025** yang telah terakreditasi **SINTA 5**.

Demikian surat ini disampaikan, atas partisipasi dan kerja samanya diucapkan terima kasih



Ah, Ketua LP2M  
Kepala Pusat Penerbitan & Publikasi

**Muhammad Majdy Amiruddin, M.MA.**  
NIP. 19880701 201903 1 007

## CURRICULUM VITAE

### PERSONAL DATA



Name : Mardhatillah  
Place and date of birth : Parepare, 22 February 1997  
Reg Number : 2020203879102006  
Adress : Menro, kec.Suppa Kab. Pinrang  
Phone Number : 081-275-373-509  
E-mail : [mardhatillahukkas22@gmail.com](mailto:mardhatillahukkas22@gmail.com)

### HISTORY OF FORMAL EDUCATION

1. TK IDHATA POLEWALI 2002-2003
2. SDN 201 MATTAGIE 2003-2009
3. SMPN 1 MATTIRO.BULU 2009-2012
4. SMAN 7 PINRANG 2012-2015
5. IAIN PAREPARE 2015-2020

### HISTORY OF NONFORMAL EDUCATION

Galaxy School English Course

### ORGANIZATION HISTORY

1. Anggota Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare 2015.
2. Anggota Masyarakat Relawan Indonesia (MRI) Kota Parepare.

### PUBLISHED SCIENTIFIC RESEARCH WORKS

The Challenges Face by EFL Teachers in Implementing Independent Curriculum.