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Challenges in the Implementation of the *Kurikulum Merdeka* at a Senior Secondary School: Perspectives of Experienced and Inexperienced English Teachers

Faisal[1], Lulu Hanifah[2]
E-mail: faisal@ump.ac.id[1], luluhanifah631@gmail.com[2]
[1,2]Universitas Muhammadiyah Purwokerto, Jawa Tengah

Abstract

This study investigated challenges in implementing *Kurikulum Merdeka* at the senior secondary school level, focusing on teaching English in the Curriculum 2013 and *Kurikulum Merdek*a (KM). It used document analyses to examine relevant curriculum documents and identify English teachers in Indonesia. It used in-depth semi-structured interviews to gain insights into two experienced and two inexperienced English teachers' challenges when implementing KM. The findings suggest that, notwithstanding their lengths of teaching experience, the teachers from both groups had similarities and differences regarding their reported challenges when they implemented KM. In terms of the similarities, their replies primarily focused on learning time and students' reluctance towards learning English. They, however, had some prominent differences. The experienced teachers asserted more challenges in managing student-centered learning when learning and found it difficult to combine English subjects with other subjects. This study contributes to a better understanding of the implementation of KM in senior secondary schools. It provides valuable insights for English teachers and educators implementing the KM. It finally recommends that professional development programs emphasize enhancing teachers' knowledge and competencies in applying student-centered learning activities and providing more teaching practice rather than administration management.

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Introduction

In Indonesia, English is compulsory at senior secondary schools (grades 10-12). According to the Ministry of Education and Culture (MoEC, 2016a, 2016b), students at this level are expected to achieve informational literacy, enabling them to engage in extended English communication for daily life and academic purposes, such as reading newspapers, manuals, and textbooks. This involves developing their ability to exchange ideas and respond to others fluently and acceptably in their immediate environment (Nufus, 2021; Nurfadilla, 2022).

However, evidence suggests that English learning outcomes among senior secondary students have fallen short of expectations. A key challenge is students' limited vocabulary mastery, which fundamentally impacts their overall English learning capability (Faisal & Putri, 2023; Febriani & Sya, 2015; Susanthi, 2020). This concern is reflected in the national examination results, where in 2019, natural and social science students achieved average scores of only 53.58 and 44.78, respectively (Pusmenjar, 2019). In addition, teachers encounter additional challenges, including large class sizes of up to 40 students, making it difficult to manage instruction effectively (Mardania, 2018) and facilitate communicative activities (Faisal & Rakhmasari, 2024; Hamid, 2020).

The Indonesian government has implemented various curriculum reforms to address these challenges, with a particular emphasis on communicative approaches since 1984. The evolution of English language teaching methods has progressed from grammar-translation to audiolingual and finally to communicative approaches (Bire, 2010; Prihananto, 2021). The 2013 Curriculum notably combined communicative and scientific approaches to enhance students' ability to engage in meaningful communication with both native and non-native English speakers worldwide (Faisal et al., 2020).

In relation to the communicative approach, the 2013 curriculum defines communicative competence as the ability to use language or communicate in a culturally acceptable way to convey ideas and carry out social activities effectively and fluently across prolonged contacts (Tarvin, 2015). Achieving communicative competence involves developing supporting competencies, including discourse competence (the ability to use language in social contexts), strategic competence (recognizing and repairing communication breakdowns), socio-cultural competence (producing socio-linguistically appropriate utterances), and linguistic competence (the native speaker's ability to formulate well-formed sentences) (Agustien, 2006; Herdiawan, 2018; Klimova et al., 2019; Yufrizal, 2017; Yuliya Yurisovna et al., 2019).

In the context of the K-13 (2013) Curriculum in Indonesia, core and basic competencies are key features defining the learning requirements for English at the senior secondary school level. Core competencies represent the quality standards students must achieve to complete their education, while basic competencies specify the minimum learning abilities and materials students must master for

each grade level (Faisal et al., 2020; MoEC, 2013; Suradi et al., 2022).

Students at the senior secondary level are expected to demonstrate proficiency in various text types, including interpersonal (for relating to others), transactional (for interacting to achieve desired outcomes), and functional (for providing readily understandable information) (Fauziati et al., 2013; Muthoharoh, 2017). They must also master oral and written recount, descriptive, and expository paragraphs fluently and acceptably.

The K-13 Curriculum in Indonesia requires teachers to apply communicative language teaching (CLT) approaches to help students achieve the targeted competencies. CLT focuses on developing learners' functional communicative competence through a student-centered approach (Alakrash, 2021; Dörnyei, 2009; Savignon, 1991). Specific CLT-based instructional models recommended include Project-Based Learning (PjBL), which enables students to study and explore essential concepts while strengthening 21st-century skills like collaboration and problem-solving (Afriana, 2015; Habibi et al., 2022; Nisa, 2022; Pogaru et al., 2023);

Problem-Based Learning (PBL), which uses open-ended, real-world problems as a context for students to develop problem-solving and critical thinking skills (Agustien, 2006; Alberinda, 2020; Fathurrohman, 2015; Nurbiana, 2022; Rusman, 2011); Cooperative Learning, which emphasizes the importance of social interaction within groups to construct knowledge and improve learning (Jacobs, 2004; Safitri, 2022; Suprijono, 2005); and Collaborative Learning, which involves groups of learners working together to complete tasks, solve problems, or create products (Arta, 2018; Hafid & Gandana, 2021; Rao, 2019). These approaches aim to engage students actively in the learning process and foster the communicative competencies specified in the K-13 curriculum.

In 2022, the Ministry of Education and Culture introduced *Kurikulum Merdeka* (KM, henceforth), designed to promote innovative and independent learning aligned with students' interests and potential. This curriculum aims to develop students' qualifications and skills relevant to 21st-century demands and the industrial era 4.0 (Istiana et al., 2021; Manalu et al., 2022). While KM represents an improvement over the 2013 Curriculum, it presents adaptation challenges for teachers, who must modify their teaching styles and methods to meet new requirements while emphasizing authentic communication contexts (Ahdar & Wardana, 2019; Oktaviani & Asfihana, 2024; Suhandi & Robi'ah, 2022).

Furthermore, KM is the latest curriculum initiative by the Indonesian Ministry of Education and Culture, aimed at meeting the evolving educational needs of the modern era (Ningrum, 2022). KM is a new concept that grants students greater independence and freedom to learn actively and explore knowledge from their surroundings (Barlian & Solekah, 2022; Marhamah, 2022; Oktaviani & Asfihana,

2024). Nadiem Anwar Makarim, the then Minister of Education and Culture, introduced KM as a continuation of the previous "*Merdeka Belajar*" (Freedom Learning) concept, serving as an innovative learning approach to achieve quality education (Sasikirana, 2020; Sopiansyah et al., 2022). A key feature of KM is the "*Proyek Penguatan Profil Pelajar Pancasila,*" which employs project-based learning methods to strengthen students' skills across six dimensions: faith, independence, collaboration, global diversity, critical reasoning, and creativity (Irawati et al., 2022; Mery et al., 2022; Ridwan, 2023; Shalikha, 2022).

Despite the envisaged potential benefits of KM, teachers and schools have encountered various challenges in integrating it with the previous K-13 curriculum and effectively implementing it in the learning process. These challenges include integrating information and communication technology (ICT) in teaching, where teachers often lack the necessary knowledge and skills to utilize technology as a learning medium (Ahmadi & Reza, 2018; Arif, 2019; Cueva & Inga, 2022; Fitri & Rifa'at, 2021). Additionally, teachers have struggled to manage and maintain a truly student-centered learning approach, as some tend to revert to traditional, teacher-centered methods, which can hinder students' active engagement, critical thinking, and productivity (Faisal et al., 2020; Hutasoit, 2021; Mujahida, 2019).

Several studies have investigated KM implementations and challenges at various educational levels. Sumarsih et al. (2022), for instance, found that primary school teachers faced challenges in compiling the necessary administrative documents for KM implementation, which was alleviated by the presence of a dedicated support staff. Other scholars, Barlian and Solekah (2022), reported that elementary school teachers applied project-based learning and diagnostic, formative, and summative assessments but struggled to incorporate the "*Profil Pelajar Pancasila*" components.   Saputra and Hadi (2022) revealed that teachers positively perceived KM, influenced by factors like teaching experience and educational background.

Marzulina et al. (2021) identified challenges for English teachers at Islamic boarding schools, including motivating students, improving language competence, managing large classes, and lacking facilities. Tambunsaribu and Galingging (2021) found that students' internal factors, such as perceiving English as confusing or unimportant, hindered their understanding of the subject. Satriaman et al. (2018) found that while student-centered learning (SCL) strategies were implemented in science classes, their effectiveness was limited by teacher skills and infrastructure. Riani et al. (2017) noted that elementary teachers struggled to comprehend the learning stages and engage students in theme-based 2013 curriculum activities.

This study seeks to address three key gaps identified in existing literature. Methodologically, while prior studies have primarily relied on observations, this research will employ a narrative approach. In terms of data collection instruments, whereas previous works have utilized observations, interviews, and perception questionnaires, this study will exclusively utilize in-depth, semi-structured

interviews grounded in the theoretical framework of the primary nature of teaching and learning English under the K13 and KM curricula. Finally, unlike the participants in prior studies, this research will include both experienced and inexperienced English teachers, a demographic that has not been previously explored in the context of KM implementation (Barlian & Solekah, 2022; Riani et al., 2017; Saputra & Hadi, 2022; Satriaman et al., 2018; Sumarsih et al., 2022; Tambunsaribu & Galingging, 2021).

The gaps will be addressed through the following questions:

1. What are the challenges experienced and inexperienced English teachers face when implementing KM in teaching and learning English at a secondary school level?
2. What do experience and inexperienced English teachers have in common when implementing the KM in teaching and learning English at a secondary school level?

This study seeks to identify the challenges experienced and inexperienced English teachers face in implementing the KM at the secondary school level. Additionally, it aims to explore the commonalities between these two groups in their approaches to teaching and learning English within this curriculum framework.

Method

This research employed a descriptive qualitative study design. Creswell (2014) asserts that the qualitative method uses text to analyze data to describe the sought-after information in writing (Moleong, 2000). Qualitative research aims to understand the meaning of and explore various individuals or groups in the context of social problems (Creswell, 2014). This approach allows for the collection, compilation, and interpretation (Creswell, 2014). Accordingly, the researcher constructed a complex picture, examined words, provided detailed reports from respondents, and conducted the investigation in a natural setting (Iskandar, 2009) (Iskandar, 2009).

This study involved four English teachers – two experienced and two inexperienced – from a state secondary school in a regency in Central Java, Indonesia. The researchers used purposive sampling (Sugiyono, 2019) to recruit the participants. This study defines experienced teachers as those who have passed the National Teacher Certification Program (NTCP) and have over five years of experience. Inexperienced teachers are uncertified and have less than five years of experience (Triastuti & Riazi, 2020). The sample size of four teachers was based on recommendations that 3-6 participants are sufficient for undergraduate-level research (Bartholomew et al., 2021; Smith et al., 2021) and that 4-25 participants

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with similar backgrounds can help saturate the data (Creswell, 2014). After obtaining permission from the school principal, the researchers explained the study to prospective teachers. They conducted in-depth, semi-structured interviews to explore their experience levels based on certification status and years of teaching (Sugiyono, 2019).

Table 1. The Distribution of the Research Participants

Teacher Groups	Number of Teachers
Experienced teacher	2
Inexperienced teacher	2
Total	4

This study utilized in-depth, semi-structured interviews as the primary research instrument. Alijoyo et al. (2021) describe this method as a hands-on interview with open-ended questions that allow new questions to arise during the conversation. The interview questions were designed to elicit responses from participants regarding specific areas of interest to the researcher (Harvey, 2022). The interview topics were based on the content elaborated in the previous sections.

Table 2. The Interview Guideline

Topics	Prompts
Personal information	• Educational background • Lengths of teaching • Professional development program regarding KM and others
Primary competencies	• Primary concept • Utilization and integration of particular approaches in classroom activities • Challenges in implementing the competencies
CLT	• Primary concept • Utilization and integration in classroom activities • Challenges in implementing CLT in general and in KM
KM	• Primary concept • Utilization and integration of particular approaches in offering room activities • Challenges in implementing KM in English instructional activities

The data analyzed in this study consisted of the transcribed interviews regarding the KM implementations collected from experienced and inexperienced English teachers (ET and IT, respectively) at a state high school in a regency in Central Java. The researchers employed thematic analysis to look into themes in

qualitative descriptive data (Braun & Clarke, 2006). The analysis process involved checking the completeness of the interview data by transcribing the audio recordings (Lester et al., 2020), coding the transcripts to identify and label prominent parts of the data (Caulfield, 2019; Linneberg & Korsgaard, 2019), grouping the codes into themes (Caulfield, 2019), classifying the emergent themes (Heriyanto, 2018), and interpreting the findings to address the research questions (Hadaruddin, 2018).
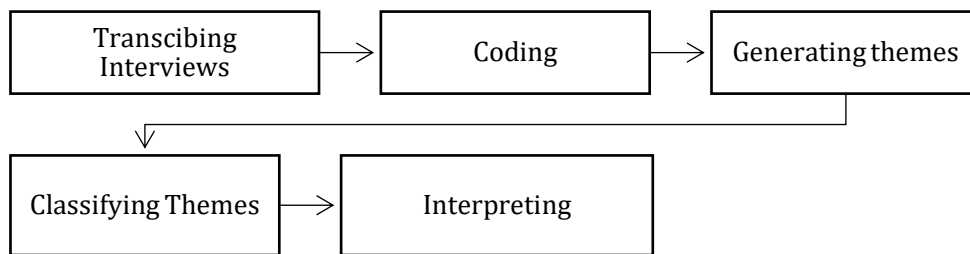
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┌──────────────────┐     ┌──────────────┐     ┌────────────────────┐
│   Transcibing    │ ──▶ │    Coding    │ ──▶ │ Generating themes  │
│    Interviews    │     │              │     │                    │
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│ Classifying Themes│ ──▶ │ Interpreting │
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Figure 1. Data Analysis Process

Results and Discussions

This section presents the results and discussions. The data gathered through interviews and the data analysis is presented in the finding's sections. The discussion section elaborates on the factors that might have affected teacher participants' reports.

Results

This part presents the results of the analysis data regarding challenges in the implementation of KM.

Teachers' Challenges in Managing Communicative Language Teaching in Kurikulum Merdeka Implementation

This section examines teachers' specific challenges in applying communicative language teaching (CLT) within Indonesia's KM framework. Key themes emerged from the data analysis, highlighting difficulties with student-centered learning, time constraints, student reluctance, and cross-curricular integration. The paragraphs below discuss these challenges and provide supporting evidence from teacher interviews.

Student-Centered Learning. In the KM context, student-centered learning is crucial, positioning students at the core of the learning process and emphasizing activities like problem-solving, questioning, and discussion (MoEC, 2022a; Satriaman et al., 2018). This approach aligns with cooperative learning strategies, where students work collaboratively on tasks (Ameliana, 2017; Faisal &

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Rakhmasari, 2024).

Interestingly, experienced teachers reported more challenges with student-centered learning than their inexperienced counterparts. For instance, ET-1 expressed difficulty implementing problem-based learning (PBL), which uses real-world problems to enhance students' problem-solving and critical-thinking skills (Rusman, 2011). ET-1 found it challenging to encourage active participation in problem-solving activities, noting that her students' limited vocabulary and fear of mistakes hindered their responses. She described an activity where students were asked to propose solutions for waste disposal but offered only basic responses, such as "Throw it in the bin." She expected students to consider various solutions critically and articulated her wish for them to "think deeper" about problem resolution (March 21, 2023).

In contrast, inexperienced teachers reported fewer challenges with student-centered learning. IT-1 noted her students' motivation and enthusiasm, mentioning that group work and project-based tasks were well-received, saving her time and energy in the classroom. She further utilized technology, such as quizzes and Instagram, to facilitate learning, allowing students to upload and share their work online (March 28, 2023). Similarly, IT-2 described successful student engagement in project tasks, including descriptive text writing and presentations, encouraging peer interaction and questioning (April 6, 2023).

Limited Time Allotment. According to Indonesian educational standards, high school English classes are allocated four 45-minute lessons weekly, totaling 180 minutes (MoEC, 2016b). Both experienced and inexperienced teachers expressed concern over the limited time available to cover extensive instructional content effectively. IT-1 shared that the multi-step process of a typical project, such as observing and reporting on "living things," often required more time than a single class period allowed. She emphasized the importance of planning to manage time effectively, as "inaccuracy times" could disrupt the lesson flow (March 28, 2023).

Similarly, ET-2 noted that time constraints made completing projects in one session challenging. For example, when her students created procedure texts on plant growth, multiple steps were necessary, from observation to writing, requiring additional sessions. Despite scheduling efforts, some students needed more time than expected, and ET-2 acknowledged that some students submitted work weeks later than their peers due to group dynamics (March 30, 2023).

Student Reluctance. Student reluctance also surfaced as a significant obstacle. Both teacher groups shared one observation in common that some students hesitated to participate in group activities or lacked interest in English. ET-1 highlighted challenges in applying project-based learning (PjBL) due to the resulting classroom noise and reluctance among students who did not enjoy English. She mentioned that this lack of enthusiasm created difficulties sustaining active participation (March 21, 2023).

In a similar vein, IT-2 observed that some students were unwilling to work with peers they were not close to, particularly when paired with classmates who shared their disinterest in English. This tendency sometimes created "gaps" within the groups, as students preferred to collaborate with like-minded individuals, limiting the effectiveness of collaborative learning (April 6, 2023).

Linking English to Other Subjects. Incorporating English lessons with other subjects, mainly through project-based learning, emerged as a complex task. Experienced teachers, like ET-2, encountered several challenges linking English with subjects such as entrepreneurship or science. She explained that differences in class schedules and the structured nature of project-based learning made it challenging to monitor all students consistently. Furthermore, she found that certain English materials did not align well with science subjects for grade 10, making integration difficult (MoEC, 2016a).

Conversely, inexperienced teachers reported fewer difficulties in cross-curricular integration. IT-1 described a successful example where she assigned group roles to students, enabling them to focus on specific aspects of a project. This structure allowed each group to research and then exchange findings with others, thereby promoting collaboration without significant management issues. She noted that assigning roles, like "information gatherer" or "spokesperson," allowed each student to contribute actively (March 28, 2023).

These findings illustrate teachers' diverse challenges in implementing CLT within KM and highlight the varied experiences between experienced and inexperienced teachers in Indonesia.

Challenges in Teaching Spoken and Written English Texts

In the 2013 Curriculum and KM, SMA (high school) students are expected to master spoken and written English communication (MoEC, 2018). These curricula aim for students to exchange ideas effectively through various interpersonal and transactional text types, including recounts, narratives, procedures, descriptive texts, news items, reports, analytical expositions, explanations, discussions, and reviews (MoEC, 2013). However, experienced and inexperienced teachers in the study highlighted challenges in helping students achieve the necessary competencies in these areas. The following paragraphs discuss vocabulary, pronunciation difficulties as critical components of mastering English.

Vocabulary. Vocabulary is fundamental for mastering any language, supporting students' abilities in speaking and writing (Faisal & Putri, 2023; Sari & Aminatun, 2021). English's expansive vocabulary poses challenges as students must steadily build their lexicon. According to interviews, inexperienced teachers noted that limited vocabulary often hindered their students' communication abilities. For instance, IT-1 observed that students frequently relied on their mobile

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phones to look up words during English activities and struggled when asked to put their devices away. IT-2 shared similar experiences, describing her approach to vocabulary-building through group analysis activities. In one instance, students examined a biography by translating it and then collaborating in groups to interpret its meaning – a necessary step due to their limited vocabulary. She also incorporated songs to introduce new words engagingly.

In contrast, experienced teachers did not report significant vocabulary issues. They noted that students in their classes could use vocabulary correctly, assisted by paper dictionaries, which encouraged memorization. ET-1 explained that she incorporated an agreement on how much English students should speak during class. Through activities like dialogues and presentations, students were frequently exposed to new vocabulary, fostering gradual improvement in their language skills. "Everyone speaks in English," ET-1 emphasized, reflecting her consistent focus on vocabulary development through practice (March 29, 2023).

Pronunciation. Pronunciation is crucial in developing speaking proficiency, affecting clarity and comprehension (Maiza, 2020). Interview findings revealed inexperienced teachers noted challenges their students encountered in pronunciation, particularly when reading aloud or speaking spontaneously. IT-1, for instance, mentioned her students' struggle with the word "study," where they often substituted /u/ for the correct /ʌ/ sound. Similarly, IT-2 observed that when practicing narrative texts, students frequently mispronounced past verbs like "visited," omitting or altering the final syllable, which impacted clarity.

Experienced teachers, however, did not perceive pronunciation as a significant issue among their students. Both reported that their students spoke English relatively fluently and regularly in class. ET-2, for example, encouraged her students to use English consistently to improve their familiarity and fluency. "During my lessons, students always use English so that they are familiar with English," she stated, underlining the importance of immersion in pronunciation improvement (March 30, 2023).

In summary, vocabulary and pronunciation are essential to developing students' spoken and written English proficiency. Teachers' experiences highlight the ongoing need for strategic support in vocabulary acquisition and pronunciation practice to enhance students' communicative competence in English.

Discussions

This section summarizes the essential findings and factors that might have contributed to the teachers' responses.

Summary of the Key Findings

The analysis revealed similarities and differences in the challenges experienced and inexperienced teachers faced when implementing KM in teaching

English.

Similarities in Challenges. Both experienced and inexperienced teachers reported similar obstacles. One common issue was limited instructional time, making managing lessons difficult. This aligns with the findings by Marzulina et al. (2021), who identified limited time as a primary challenge for teachers in teaching English.

Another shared challenge was dealing with students' reluctance to learn. Teachers in both groups noted that many students seemed uninterested in studying English, contributing to a lack of engagement. This reluctance mirrors findings from previous research by Tambunsaribu and Galingging (2021), where teachers observed that students often felt English was complicated and confusing, resulting in disinterest.

Differences in Challenges. While both groups encountered similar overarching issues, there were also distinct differences in the challenges reported. Experienced teachers primarily struggled with implementing student-centered learning approaches, as highlighted by Satriaman et al. (2018). Their study suggested that varying student skill levels made it difficult for teachers to fully adopt student-centered methods, as teachers found it challenging to balance different students' needs effectively.

In contrast, inexperienced teachers pointed to difficulty integrating English with other subjects, especially when employing collaborative and project-based learning methods, critical components of KM. This issue was also identified by Riani et al. (2017), who found that teachers often felt unprepared to incorporate interdisciplinary materials and tools effectively. Teachers reported struggling to monitor students and manage projects when English was combined with other subjects, indicating a need for more structured support in interdisciplinary instruction.

The study suggests that the structure and content of KM training may influence the challenges teachers encounter. As discussed in the following section, these findings indicate a potential need for more targeted support in specific KM areas, particularly in managing student-centered and interdisciplinary learning approaches.

Factors contributing to teachers' responses

The data analysis revealed that experienced and inexperienced teachers faced challenges applying KM principles in English instruction. This study suggests that the structure of KM-related training may contribute to these difficulties, particularly the emphasis on administrative tasks over practical teaching strategies.

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Emphasis on Administrative Management. Both groups of teachers reported participating in various training sessions on KM implementation (MoEC, 2022b). These sessions often focused heavily on administrative management, including understanding KM's core principles, rationale, and procedures (MoEC, 2022a). However, much of the training centered on document management, such as organizing student groups, managing report cards, and completing lesson plans (*Rencana Pelaksanaan Pembelajaran* or RPP). Consequently, teachers found that this administrative focus left them struggling to apply KM principles in the classroom effectively.

Effective administration is vital for creating a supportive learning environment aligning with KM's goals (Asifa & Afriansyah, 2020). Classroom management, for example, supports student learning by maintaining order and focus. However, without training in practical instructional techniques, teachers may lack the tools to create meaningful KM-based experiences for students.

Limited Practical Training in KM Applications. Although administrative aspects are important, the lack of practical, hands-on training in KM application hinders teachers' classroom effectiveness. Teachers would benefit from practical exercises, such as micro-teaching, which could help them implement KM approaches more confidently (Annury, 2019). However, existing pieces of training have primarily focused on theoretical aspects rather than practical classroom management. Both experienced and inexperienced teachers noted that training and development programs (TDPs) emphasized theory-overactive teaching methods. Inexperienced teachers also mentioned that TPDs often concentrated on building educator networks, which, while beneficial, shifted focus away from direct instructional practices.

To support KM principles more effectively, pieces of training should prioritize methods for managing student-centered learning and fostering active student collaboration. Teachers need experience facilitating exploration and problem-solving opportunities for students, creating a more engaging and dynamic learning environment (Dian et al., 2023).

Moreover, KM requires English teachers to integrate language instruction across subjects. Ideally, KM training would include collaboration exercises with teachers from other subjects, enabling teachers to build integrated lesson plans and teaching strategies. Such collaborative opportunities allow teachers to exchange effective strategies and improve student outcomes by promoting interdisciplinary learning (Husain, 2020). Additionally, training in classroom management techniques would equip teachers with skills to create a supportive and focused learning environment (Farih, 2020).

Conclusions and Suggestions

This section has two sections. The first presents the conclusions based on the research findings, and the second offers suggestions for educational agencies, teachers, and future researchers.

Conclusions

This study addressed two primary research questions: (1) *What challenges do experience and inexperienced English teachers encounter when implementing Kurikulum Merdeka (KM) at the secondary school level?* and (2) *What commonalities exist in the experiences of both groups in implementing KM in English instruction?* The analysis of semi-structured interview data provided insights into the perspectives of both experienced and inexperienced teachers regarding the challenges they face under KM.

The findings revealed both shared and unique challenges for each teacher group. Both experienced and inexperienced teachers reported limited time to effectively manage instruction and apply KM strategies and difficulties due to student reluctance to participate in English classes. Interestingly, experienced teachers, compared to their less experienced counterparts, also reported specific challenges in implementing student-centered learning and incorporating English into other subjects. Both groups shared common struggles but differed in certain areas based on experience level.

Suggestions

Based on the study's findings, several recommendations are proposed to enhance KM training and support teachers more effectively.

For education-related agencies, there is a need to offer more practical training focused on KM implementation rather than on administrative tasks. This could include hands-on teaching practice that directly supports teachers in applying KM strategies within the classroom.

Teachers should regularly reflect on their teaching practices and assess how KM impacts student learning. Feedback from students, colleagues, and administrators can provide valuable insights for improving KM implementation.

For future researchers, this study provides foundational information on the challenges of KM implementation. Future studies could broaden the scope by investigating teachers' specific instructional strategies to address these challenges within the KM framework.

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