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The Teacher Professional Education Program (PPG) Graduates' Interest, Motivation, Self-Efficacy, and Instructional Practices in Implementing Culturally Responsive English Teaching (CRET) within the Merdeka Curriculum

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Abstract

The global educational paradigm has moved beyond knowledge transmission to focus on holistic competencies, a transition mirrored in Indonesia's Merdeka Curriculum with its emphasis on contextual relevance, learner differentiation, and the Pancasila Student Profile. Within English language education, this mandates a pedagogical reorientation, for which Culturally Responsive English Teaching (CRET) presents a critical framework, positioning students' cultural backgrounds as foundational assets for instruction. As the primary agents of this reform, teachers' capacity to implement CRET is paramount, with the Teacher Professional Education Program (PPG) serving as a key conduit for professional readiness. However, the specific preparedness of PPG graduates, a cohort strategically trained for curricular innovation, remains empirically unverified. This quantitative correlational study investigates the relationships between PPG graduates' psychological dispositions (interest, motivation, self-efficacy), their general instructional practices, and the quality of CRET implementation within the Merdeka Curriculum. Data from purposively sampled Indonesian EFL teachers (n=121) were analyzed to determine correlational strength and predictive power. Results revealed that while descriptive levels of interest, motivation, self-efficacy, and CRET-aligned practices were high, only self-efficacy and instructional practices demonstrated significant positive correlations with implementation quality. Notably, multiple regression analysis identified self-efficacy as the strongest positive predictor, whereas interest emerged as a significant negative predictor

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when other variables were controlled. This counterintuitive finding suggests that isolated theoretical interest, without corresponding practical competence or contextual support, may not translate into effective classroom enactment, suggesting potential contextual or translational barriers between disposition and enactment. The findings underscore the complexity of translating pedagogical commitment into practice, highlighting that systemic professional development must extend beyond fostering theoretical interest to strategically building applied, context-specific competence and efficacy. Consequently, PPG programs should prioritize experiential learning, such as mentored practicums focused on CRT, to bridge the gap between pedagogical interest and actionable skill.
Keywords: Culturally Responsive English Teaching, Merdeka Curriculum, Teacher Professional Education Program (PPG), Teachers' Instructional Practices.

Introduction

The education landscape of the 21st century demands a fundamental transformation in both pedagogical paradigms and classroom practices (Al-Thani & Ahmad, 2025; Chetry, 2024; Rose et al., 2021). Globally, education is no longer confined to knowledge transmission but emphasizes the cultivation of critical thinking, creativity, collaboration, communication, and adaptive character to navigate rapid social and technological changes (Bumela, 2020; Isabirye et al., 2025; Thornhill-Miller et al., 2023). Modern education highlights inclusivity, relevance, and learner-centeredness as the core of effective instruction (Allayarova, 2025).

Responding to these global shifts, Indonesia launched the Merdeka Curriculum, a policy reform emphasizing flexibility, differentiated instruction, and teacher autonomy in designing contextually relevant learning experiences (Diem & Abdullah, 2020; Kumayas et al., 2025; Rose et al., 2021). This curriculum also underscores the development of the Pancasila Student Profile, which aims to nurture learners who embody national values while being globally competent (Anggaraini et al., 2025; Herlinawati et al., 2024; Yelenevskaya & Protassova, 2021). Within English language teaching, this reform demands a shift from a purely linguistic focus toward an approach that integrates cultural awareness, identity formation, and socio-cultural relevance.

In this context, Culturally Responsive English Teaching (CRET) emerges as both a theoretical and practical pedagogical framework that aligns with the goals of the Merdeka Curriculum (Fatmawaty et al., 2024; Lestari & Margana, 2024; Theriana et al., 2025). CRET is grounded in the belief that students' cultural backgrounds are valuable assets for learning rather than external variables to be managed (D'Andrea Martínez et al., 2023; Garza et al., 2020). The approach emphasizes the recognition, respect, and utilization of students' cultural experiences as resources to make learning more meaningful (Eden et al., 2024; Hossain, 2024). Theoretically rooted in culturally responsive pedagogy (El

Ashmawi & Frazier, 2022; Gay, 2021; Ladson-Billings, 2021), CRET asserts that effective teaching occurs when educators can bridge academic content with learners' cultural identities, lived experiences, and community values. In the Merdeka Curriculum context, CRET supports the principles of differentiation, contextualization, and diversity appreciation (Kumayas et al., 2025; Nuriadi, 2023). Practically, its implementation can enhance students' engagement, intrinsic motivation, intercultural awareness, and empathy, while fostering tolerant and inclusive character formation consistent with the ideals of the Pancasila Student Profile (Rizal et al., 2025; Yahya et al., 2025).

The successful implementation of CRET under the Merdeka Curriculum depends heavily on teachers, who serve as the frontline agents of educational transformation. Teachers are not merely transmitters of knowledge but facilitators who connect learning content to students' cultural realities (Dochia, 2025; Fatmawaty et al., 2024; Rizal et al., 2025). To effectively enact CRET, teachers must possess cultural awareness, responsive pedagogical skills, and the ability to design instructional materials that are both locally relevant and globally meaningful (Acquah et al., 2020; Munandar & Newton, 2021). Such capacities, however, are not innate, they require systematic and continuous professional development (Alhanachi et al., 2021; Diem & Abdullah, 2020; Hossain, 2024). Thus, the professional formation of teachers becomes crucial in ensuring that they are equipped with the knowledge, skills, and dispositions needed to integrate culturally responsive approaches into their English classrooms.

In Indonesia, the Teacher Professional Education Program (Pendidikan Profesi Guru/PPG) serves as a key avenue for preparing and strengthening teacher professionalism. The program, which includes both pre-service (PPG Prajabatan) and in-service (PPG Dalam Jabatan) schemes, is designed to produce teachers who meet professional standards and can effectively implement national curriculum policies (Apriliyanti, 2020; Fibrianto & Yuniar, 2020). PPG aims to cultivate educators who are not only pedagogically and technically competent but also adaptive to curricular innovations such as the Merdeka Curriculum (Acquah et al., 2020; Moore et al., 2021). Graduates of the program represent a new generation of professionally trained teachers who are expected to lead the implementation of educational reforms and innovative pedagogical approaches like CRET (Alhanachi et al., 2021; Moore et al., 2021; Nuriadi, 2023). However, the assumption that PPG graduates are adequately prepared for such culturally responsive teaching demands empirical verification.

Despite growing recognition of the importance of CRET within Indonesia's Merdeka Curriculum, limited research has explored the readiness of PPG graduates to implement this approach. Most studies on PPG have focused on general

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pedagogical competence rather than teachers' preparedness for culturally contextualized teaching (Nurwataniah et al., 2022; Qadrianty et al., 2024). In educational psychology, teacher readiness to adopt new pedagogical innovations is often associated with three key constructs: interest, motivation, and self-efficacy (Li et al., 2025; Vidergor, 2023). Interest reflects teachers' level of engagement and positive disposition toward a new approach; motivation represents the internal drive to implement it consistently; and self-efficacy denotes the belief in one's capability to succeed in specific teaching tasks. These psychological factors are theoretically linked to instructional practices, as established in Bandura's (2023) and Da'as et al.'s (2022) frameworks.

Yet, within the specific context of PPG graduates and the implementation of CRET in English classrooms under the Merdeka Curriculum, the relationships among these variables remain underexplored (Apriliyanti, 2020; Fatimah et al., 2021; Rose et al., 2021). Consequently, a clear research gap exists regarding the extent to which PPG graduates exhibit interest, motivation, and self-efficacy toward CRET, how they enact culturally responsive teaching practices, and which psychological factor most strongly predicts their instructional behaviour.

While the importance of CRET within the Merdeka Curriculum has been widely acknowledged, its successful implementation ultimately depends on teachers. Teachers serve as the central decision-makers in the classroom, and their interest, motivation, self-efficacy, and instructional practices determine the extent to which culturally responsive approaches are effectively enacted (Boudouaia et al., 2024; Daumiller et al., 2025; Sanetti et al., 2025). In Indonesia, the PPG is specifically designed to strengthen teachers' professional competence, including their ability to adapt to curriculum innovations (Apriliyanti, 2020; Fibrianto & Yuniar, 2020; Herlinawati et al., 2024; Nurwataniah et al., 2022).

Within the Merdeka Curriculum which emphasizes differentiated learning, contextual relevance, and learner-centered instruction, CRT represents a meaningful opportunity to foster students' cultural awareness, inclusivity, and character education through English teaching (Ferary, 2021; Maipita et al., 2021). However, a clear gap remains in understanding the preparedness of PPG graduates, as a key cohort of recently trained and upskilled educators, to implement CRET effectively. Addressing this gap, the present study aims to investigate the relationships among PPG graduates' interest, motivation, self-efficacy, and instructional practices in implementing Culturally Responsive English Teaching within the Merdeka Curriculum framework.

The main research questions guiding this study is: What is the relationship between PPG graduates' interest, motivation, self-efficacy, and their general instructional practices, and the quality of CRET implementation within the Merdeka Curriculum? Specifically, this study aims to:

1. Determine the strength and direction of the correlation between interest in CRET and the quality of CRET implementation.
2. Determine the strength and direction of the correlation between motivation to implement CRET and the quality of CRET implementation.
3. Determine the strength and direction of the correlation between self-efficacy in implementing CRET and the quality of CRET implementation.
4. Determine the strength and direction of the correlation between general instructional practices and the quality of CRET implementation.

Through multiple regression analysis, identify which of these four factors, interest, motivation, self-efficacy, or general instructional practices, is the strongest predictor of the quality of CRET implementation.

Method

Research Design

This study employed a quantitative approach using an associative-explanatory research design to investigate the relationship between PPG graduates' interest, motivation, self-efficacy, and instructional practices in implementing CRET within the Merdeka Curriculum. This design is appropriate because it allows the researcher to determine the degree of association among these key factors and to identify which of them, interest, motivation, or self-efficacy, and instructional practices related to CRET, most strongly predicts teacher's implementation of CRET within the Merdeka curriculum.

Participants and Sampling Procedure

A purposive sampling method is employed to ensure participants possess relevant experience in CRT into English as a Foreign Language (EFL) instruction. The target population of this study consists of EFL teachers teaching at the primary and secondary education levels, namely elementary schools, junior high schools, and senior high schools or equivalent, but does not include higher education in Indonesia during the 2025-2026 academic year. Participants are selected based on the following inclusion criteria: they are graduates of the Teacher Professional Education Program (PPG), teach English under the Merdeka Curriculum, have experience in implementing CRT/CRET practices within the Merdeka Curriculum, and have at least six months of post-PPG teaching experience. For the planned quantitative analyses, a sample size above 100 is generally considered adequate. Data collection occurred between October and November 2025. From a total of 187 eligible teachers who were contacted and invited, 121 response and completed the survey after screening for completeness and adherence to inclusion criteria.

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Instruments

Data were collected using an online self-report questionnaire distributed via Google Forms. The instrument comprised two sections: (1) a Likert-scale section (1 = Strongly Disagree to 5 = Strongly Agree) to measure agreement levels with various statements, and (2) a multiple-choice section where each option carried a weighted score (1-5 points per item), designed to assess perspectives or frequencies rather than correctness.

Teacher's Interest Questionnaire

This instrument is designed to measure the level of teacher interest in implementing Culturally Responsive English Teaching (CRET) within the Merdeka Curriculum. This questionnaire is grounded in the Four-Phase Model of Interest Development (Hidi & Renninger, 2006), which conceptualizes interest as a psychological state that evolves from externally triggered situational interest to a well-developed and enduring individual interest. The model defines interest as a content-specific motivational variable characterized by increased attention, cognitive engagement, and positive affective experience.

Teacher's Motivation Questionnaire

This instrument is designed to measure the level of motivation among PPG graduates English teacher in implementing Culturally Responsive English Teaching (CRET) within the Merdeka Curriculum. The questionnaire is grounded in Self-Determination Theory (Deci & Ryan, 2000) and the L2 Motivational Framework (Dörnyei & Ushioda, 2021), both of which conceptualize motivation as the dynamic interplay between intrinsic and extrinsic factors that shape individuals' engagement, persistence, and goal-directed behaviors. Within this study, teacher motivation is operationally defined as the internal and external drive influencing English teachers' willingness and commitment to apply culturally responsive pedagogical practices in their classrooms. The items are adapted to reflect the specific context of English language teaching in Merdeka Curriculum, emphasizing culturally relevant and student-centered instruction.

Teacher's Self-Efficacy Questionnaire

This instrument is designed to measure the level of English teacher PPG graduates' beliefs in their own capabilities to effectively implement Culturally Responsive English Teaching (CRET) within the Merdeka Curriculum. The questionnaire is grounded in theory of self-efficacy (Bandura, 1997) and the teacher efficacy model proposed by Tschannen-Moran and Hoy (2001), which conceptualize self-efficacy as an individual's belief in their capacity to organize and execute actions required to achieve desired teaching outcomes. In this study, teacher self-efficacy is operationally defined as the confidence of PPG graduates in

their ability to plan, manage, and deliver culturally responsive English instruction. The items are adapted to reflect the specific context of English language teaching in multicultural Indonesian classrooms.

Teacher's Instructional Practices Questionnaire

This instrument is designed to measure the level of PPG graduates teachers' instructional practices in implementing CRET within the Merdeka Curriculum. It operationally defines instructional practices as the strategies, methods, and approaches employed by teachers to plan, deliver, and assess English language instruction that reflects students' cultural identities and diverse learning needs. Grounded in the works of Tomlinson (2001), Richards (2015), and B. Tomlinson (2012), this questionnaire is informed by frameworks of differentiated instruction and communicative language teaching, emphasizing culturally responsive planning, adaptive pedagogy, and inclusive assessment. The model underscores that effective instructional practices are context-sensitive, learner-centered, and culturally grounded, enabling English teachers to integrate local culture, encourage student participation, and design equitable learning experiences. The items were adapted to reflect the specific context of English teaching under the Merdeka Curriculum, where differentiation and cultural responsiveness are central to instructional quality.

Teacher's Implementation of Culturally Responsive English Teaching (CRET) within the Merdeka Curriculum Multiple Choices Test Format

This instrument is designed to measure the level of Teacher's Implementation of CRET within the Merdeka Curriculum. The multiple choices test format is grounded in the Culturally Responsive Teaching (CRT) framework, which posits that integrating students' cultural backgrounds, identities, and lived experiences into all aspects of learning creates a more meaningful, engaging, and empowering educational environment (Siregar et al., 2023; Walsh, 2025). The operational definition for this variable is the teacher's conscious pedagogical practice of adapting and delivering English language instruction by leveraging students' cultural knowledge and social realities as core assets. Within the context of the Merdeka Curriculum, this involves strategically embedding local cultural elements, such as folklore, languages, and values, into lesson content and classroom interactions, thereby making English learning more relevant while simultaneously fostering cultural awareness, social justice, and a sense of belonging.

Validity and Reliability

Prior to the main data collection, the instruments' validity was assessed

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through expert judgment by two specialists in English language teaching. Furthermore, a pilot study was conducted to establish the instrument's reliability. The internal consistency of all scales was assessed using Cronbach's Alpha coefficient. As presented in Table 1, the results of the reliability analysis for the pilot study are as follows.

Table 1. Reliability Statistics of the Research Instruments (Pilot Study)

Construct / Variable	Number of Items	Cronbach's Alpha (α)	95% Confidence Interval
Teacher's Interest in CRET	16	0.826	[0.681, 0.972]
Teacher's Motivation for CRET	16	0.852	[0.733, 0.970]
Teacher's Self-Efficacy in CRET	16	0.851	[0.733, 0.969]
Teacher's Instructional Practices for CRET	16	0.884	[0.813, 0.955]
Teacher's Implementation of CRET	30	0.735	[0.621, 0.849]

All five constructs demonstrated good to excellent reliability, with all coefficients exceeding the conventional threshold of $\alpha \geq 0.70$ (George & Mallery, 2003). Four constructs showed excellent internal consistency: Teacher's Interest in CRET ($\alpha = 0.826$), Teacher's Motivation for CRET ($\alpha = 0.852$), Teacher's Self-Efficacy in CRET ($\alpha = 0.851$), and Teacher's Instructional Practices for CRET ($\alpha = 0.884$). The key dependent variable, Teacher's Implementation of CRET (measured via a 30-item multiple-choice test), also demonstrated good reliability with a coefficient of $\alpha = 0.735$. The lower bounds of the 95% confidence intervals for all scales were above 0.60, further supporting the robustness of the measurements

Data Collection

The data collection procedure followed a structured online protocol. After obtaining ethical clearance, the questionnaire was prepared on Google Forms. The first page contained a participant information sheet and a mandatory consent form, which respondents had to agree to before proceeding. The survey link was actively distributed via purposive channels, primarily through professional networks of PPG alumni, during the specified data collection period from October to November 2025. To optimize participation, weekly reminders were sent through these same networks. All completed responses were automatically recorded. To ensure participant anonymity, any potential identifiers were removed from the dataset prior to analysis.

Data Analysis

The collected data is analyzed using both descriptive and inferential statistical techniques to address the research objectives. Descriptive statistics, including the mean, standard deviation, minimum, and maximum scores, are used to summarize the central tendencies and variability of each variable: interest, motivation, self-efficacy, instructional practices, and teachers' implementation of CRET within the Merdeka Curriculum. To determine the relationships among these variables, Spearman's rank correlation is employed to examine the strength and direction of associations between PPG graduates' interest, motivation, self-efficacy, and their instructional practices related to CRET.

Furthermore, Multiple Linear Regression Analysis is applied to identify which among the four independent variables, interest, motivation, self-efficacy, and instructional practices, serves as the strongest predictor of PPG graduates' implementation of CRET. Before conducting these analyses, data normality, linearity, and multicollinearity, and homoscedasticity assumptions are checked to ensure the validity and reliability of statistical inferences. All analyses are conducted using the Statistical Package for the Social Sciences (SPSS), providing both numerical and visual outputs (such as scatterplots and residual plots) to support interpretation.

Results

Overview of Data Analysis

A total of 121 complete and usable responses were obtained for analysis. This ensured the integrity and suitability of the data for examining the relationships between teachers' interest, motivation, self-efficacy, instructional practices, and their implementation of CRET within the Merdeka Curriculum framework.

Assumption Tests for Non-Parametric Analyses (Spearman's rank correlation)

Before conducting Spearman's rank correlation analysis, it is essential to verify that the data are appropriate for this non-parametric method. While Spearman's correlation does not assume bivariate normality, it is most effective when applied to ordinal data that have a monotonic relationship. The Shapiro-Wilk test can still be useful to confirm the non-normality that justifies the choice of this robust alternative over Pearson's correlation. A significant result ($p < .05$) on the normality test supports the use of Spearman's method.

Table 2. Shapiro–Wilk Test for Univariate and Bivariate Normality

Variable(s) Tested	Shapiro-Wilk Statistic	p-value
Multivariate Normality	0.978	.002
Bivariate Normality		
Interest – Motivation	0.959	< .001

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Interest – Self-Efficacy	0.970	< .001
Interest – Practices	0.965	< .001
Motivation – Self-Efficacy	0.951	< .001
Motivation – Practices	0.959	< .001
Self-Efficacy – Practices	0.966	< .001

Note. All p-values are below .05, indicating significant deviation from normality for both multivariate and bivariate distributions.

The table above explicitly confirms that none of the key variable pairs meet the assumption of bivariate normality. The Shapiro-Wilk statistics close to 1 (0.966, 0.970) may suggest a distribution that is visually close to normal, but the highly significant p-values (< .001) reinforce the statistical conclusion of deviation from normality. In the context of this study, which examines the relationships between interest, motivation, self-efficacy, and teaching practices among PPG graduates, this finding implies that teachers' responses to the Likert-scale questionnaires may contain outliers or slight skewness, which is common in attitude and perception data. Therefore, shifting to Spearman's rank correlation is not only a statistical necessity but also a more conservative and appropriate methodological choice to maintain the validity of the research conclusions.

Assumption Tests for Parametric Analyses (Multiple Linear Regression)
Normality

The normality assumption in multiple linear regression requires that the residuals (errors) be approximately normally distributed. This assumption can be visually inspected using a histogram of the standardized residuals, as presented below.

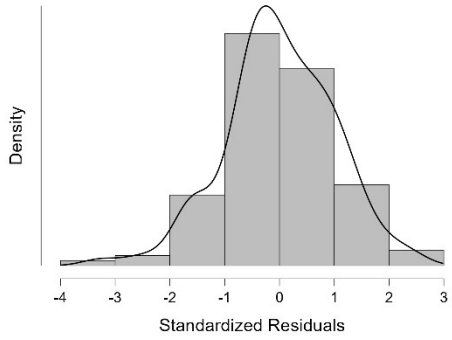

Figure 1. Standardized Residuals Histogram

The histogram displays a roughly symmetrical and unimodal distribution centered near zero, with frequencies tapering off gradually toward both tails. There is no strong visual evidence of severe skewness, kurtosis, or bimodality. Therefore,

based on this graphical examination, the distribution of standardized residuals does not show a marked departure from normality. This suggests that the normality assumption for the multiple linear regression analysis is reasonably met.

Linearity (Partial Regression Plots)

To ensure the validity of the regression analysis, the relationship between each predictor (interest, motivation, self-efficacy, instructional practices) and the dependent variable (quality of CRET implementation) must be linear. This assumption is tested using Partial Regression Plots, which display the unique relationship of each predictor after controlling for the effects of the other predictors.

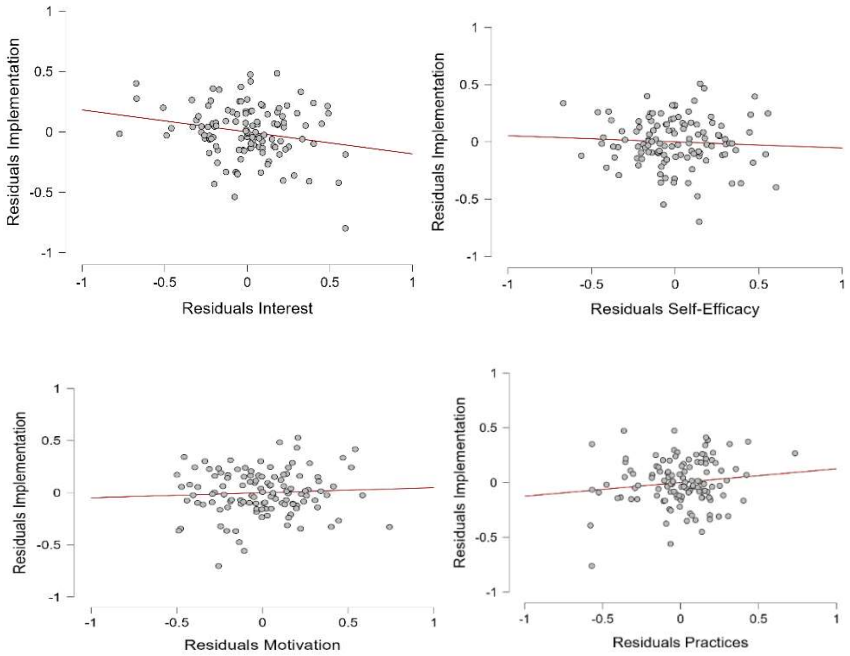

Figure 2. Visual Assessment Using Partial Regression Plots

Based on the visual examination of the partial regression plots presented above, the linearity assumption for the multiple linear regression model appears to be reasonably satisfied. Each plot demonstrates a general linear trend between the residuals of the independent variable and the residuals of the dependent variable, with data points clustering around an imaginary straight line through the origin. There are no discernible systematic curvilinear patterns, such as U-shaped or inverted U-shaped relationships, in any of the plots. The points are distributed relatively evenly above and below the horizontal zero line without showing funnelling or fanning patterns that would indicate non-constant variance. This consistent linear pattern is observable across all four predictor variables, Interest,

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Self-Efficacy, Motivation, and Instructional Practices, suggesting that the assumption of linear relationships holds for the entire regression model. The absence of strong nonlinear patterns supports the validity of using linear regression.

Multicollinearity (Collinearity Diagnostics)

The assumption of multicollinearity requires that the independent variables in a regression model are not highly correlated with each other. To diagnose multicollinearity, collinearity diagnostics including eigenvalues and condition indices are examined.

Table 3. Collinearity Diagnostics for Regression Model M_1

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions
M_1	1	4.988	1.000	Intercept: 0.000 Interest: 0.000 Self-Efficacy: 0.000 Motivation: 0.000 Practices: 0.000
	2	0.004	33.952	Intercept: 0.022 Interest: 0.002 Self-Efficacy: 0.331 Motivation: 0.529 Practices: 0.051
	3	0.003	38.869	Intercept: 0.027 Interest: 0.946 Self-Efficacy: 0.159 Motivation: 0.075 Practices: 0.009
	4	0.003	43.126	Intercept: 0.319 Interest: 0.015 Self-Efficacy: 0.125 Motivation: 0.037 Practices: 0.746
	5	0.002	47.767	Intercept: 0.632 Interest: 0.036 Self-Efficacy: 0.385 Motivation: 0.359 Practices: 0.193

Note: M_1 includes Interest, Self-Efficacy, Motivation, and Practices as independent variables

The collinearity diagnostics reveal mixed evidence regarding multicollinearity in the regression model. While the first dimension shows a condition index of 1.000 (indicating no collinearity), subsequent dimensions display condition indices ranging from 33.952 to 47.767, all exceeding the threshold of 30. According to conventional guidelines, these values suggest the presence of moderate multicollinearity among the predictor variables. The variance proportions provide further insight into this issue, showing that for dimensions with high condition indices, the variance of the regression estimates is distributed across multiple predictors rather than being concentrated on single variables.

For instance, in dimension 3 (condition index = 38.869), 94.6% of the variance in the Interest coefficient is associated with this dimension, while in dimension 5 (condition index = 47.767), substantial proportions of variance are shared among the Intercept (63.2%), Self-Efficacy (38.5%), and Motivation (35.9%). This pattern indicates that the psychological constructs of teacher interest, motivation, self-efficacy, and instructional practices share some common variance, which is expected given their interrelated nature in educational research.

The presence of moderate multicollinearity suggests that while the regression coefficients may have slightly inflated standard errors, the model remains interpretable for examining the collective influence of these factors on CRET implementation. This level of multicollinearity does not appear severe enough to warrant remedial actions such as variable removal or ridge regression, and the model can proceed with appropriate caution in interpretation.

Homoscedasticity (Residuals vs. Predicted)

The assumption of homoscedasticity (constant variance of residuals) requires that the spread of residuals remains roughly the same across all levels of the predicted values. This is visually assessed using a Residuals vs. Predicted Values plot, where residuals should be randomly scattered without forming clear patterns, funnels, or systematic trends.

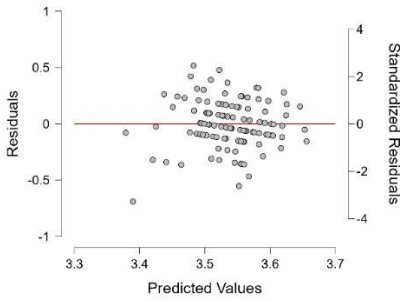

Figure 3. Residuals vs. Predicted Values Plot for Homoscedasticity Assessment

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The residuals appear to be randomly scattered within a relatively constant band around zero, with no obvious funnel shape, widening trend, or systematic pattern across the range of predicted values (3.3 to 3.7). The spread of the residuals remains approximately uniform throughout, with points distributed both above and below the zero line in a balanced manner. This suggests that the assumption of homoscedasticity (equal variance of errors) is reasonably met, indicating that the regression model's error term does not increase or decrease systematically with the level of the predicted outcome. Therefore, the ordinary least squares estimates remain efficient and unbiased, supporting the validity of inferences drawn from the regression analysis regarding the relationships between teachers' psychological factors, instructional practices, and CRET implementation.

Respondents' Demographic Information

The table below presents the demographic profile of respondents who are English teacher graduates of the PPG and participated in this study.

Table 4. Demographic Profile of Participants

Demographic Variable	Category	Number of Respondents (n)	Percentage (%)
Gender	Male	41	33.88%
	Female	80	66.12%
Years of Teaching Experience	Less than 2 years	38	31.40%
	2–5 years	54	44.63%
	More than 6 years	29	23.97%
Grade Level Taught	Elementary School	29	23.97%
	Junior High School (SMP)	40	33.06%
	Senior High School (SMA)	24	19.83%
	Vocational High School (SMK)	24	19.83%
	Sekolah Rakyat	4	3.31%
CRT/CRET Training/Exposure	Within PPG (Prajabatan/Daljab)	44	36.36%
	CRT-specific Workshops/Seminars	38	31.40%
	Self-directed Study/Research	39	32.23%
	No Formal Training	0	0%
Familiarity with the Merdeka Curriculum	Very Familiar	1	11.57%

Familiar	45	37.19%
Somewhat Familiar	38	31.40%
Slightly Familiar	24	19.83%
Not Familiar	0	0%

The demographic profile shows that the participants were predominantly female teachers (66.12%), while male teachers accounted for 33.88% of the sample. In terms of teaching experience, the largest proportion of respondents had 2–5 years of experience (44.63%), followed by those with less than 2 years (31.40%) and more than 6 years of experience (23.97%), indicating a generally moderate level of professional experience. Regarding grade level taught, most participants were teaching at the junior high school (SMP) level (33.06%), followed by elementary school (23.97%), senior high school (SMA) and vocational high school (SMK), each representing 19.83% of the sample, while a small proportion taught at Sekolah Rakyat (3.31%).

Concerning CRT/CRET training and exposure, all respondents reported having some form of prior exposure, with the largest group receiving training through the PPG Prajabatan/Daljab program (36.36%), followed by self-directed study or research (32.23%) and CRT-specific workshops or seminars (31.40%). No respondents indicated having no formal CRT/CRET training. Furthermore, participants demonstrated a generally positive level of familiarity with the Merdeka Curriculum, with most identifying as "Familiar" (37.19%) or "Somewhat Familiar" (31.40%), followed by those who were "Slightly Familiar" (19.83%) and "Very Familiar" (11.57%). No participants reported being "Not Familiar." Overall, these characteristics indicate that the participants constitute a relevant and adequately prepared cohort for examining factors influencing the implementation of CRET within the Merdeka Curriculum framework.

Descriptive Statistics of Major Variables

Table below summarizes the central tendency and variability of the five core study variables. The mean scores show the average response level, while the standard deviation indicates response consistency. The first four constructs (Interest, Motivation, Self-Efficacy, Instructional Practices) were measured on a 5-point Likert scale. The Quality of CRET Implementation was assessed via a 30-item multiple-choice test, where each item was scored 1–5 based on a weighted rubric reflecting different levels of CRET-aligned practice (from Limited/Disconnected to Transformative). The total raw scores (30–150) were then used to derive a final implementation score. The observed scores (68–112) place most participants within the Proficient to Transformative classification range. The interpretation column provides a direct summary of these scores. These initial findings set the

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stage for deeper correlational and regression analyses.

Table 5. Descriptive Statistics of Major Variables

Variable	Mean	SD	Min	Max	Interpretation
Interest in CRET	3.848	0.293	1	5	Teachers demonstrate a consistently high level of interest in CRET
Motivation to implement CRET	3,830	0.274	1	5	Teachers exhibit strong motivation to implement CRET
Self-efficacy in implementing CRET	3,833	0.294	1	5	Teachers report high self-efficacy
Instructional practices of CRET	3,861	0.288	1	5	Teachers regularly employ CRET-aligned instructional practices
Quality of CRET implementation	106,08	6.572	81	121	Teachers demonstrate a proficient level of CRET implementation

As presented in Table 5, the descriptive statistics indicate that PPG graduate teachers demonstrate consistently high levels across all four psychological and instructional variables related to CRET. The mean scores for Interest (M = 3.85), Motivation (M = 3.83), Self-Efficacy (M = 3.83), and Instructional Practices (M = 3.86) all exceed the midpoint of the 5-point Likert scale, suggesting generally positive dispositions, strong internal drive, and confident engagement with culturally responsive English teaching. The relatively low standard deviations (SDs ranging from 0.27 to 0.29) further indicate a high degree of response consistency among participants.

In terms of implementation outcomes, the Quality of CRET Implementation shows a mean score of 106.08 (SD = 6.57), with observed scores ranging from 81 to 121. This result places most participants within the proficient implementation category, suggesting that teachers are not only familiar with CRET principles but are also able to enact them intentionally and with regularity in classroom practice. Overall, the descriptive findings portray PPG graduates as a cohort that is psychologically ready, pedagogically engaged, and behaviorally consistent in implementing Culturally Responsive English Teaching within the Merdeka Curriculum framework. These results provide a strong empirical foundation for subsequent correlation and regression analyses.

Correlation Analysis among Key Variables

Results of Pearson Spearman's Correlation

Given that the normality assumption was not met, correlation analysis using the non-parametric Spearman's rho method was conducted to examine the relationships among the variables. This method is more appropriate for non-

normally distributed data, such as Likert-scale attitude data.

Table 6. Spearman's rho Correlation Results among Research Variables

Variable Pair	Spearman's rho (ρ)	p-value
Interest – Self-Efficacy	0.204	.024
Interest – Motivation	0.152	.095
Interest – Practices	0.289	.001
Self-Efficacy – Motivation	-0.019	.837
Self-Efficacy – Practices	0.345	< .001
Motivation – Practices	0.087	.342

The Spearman's rho analysis shows a pattern of relationships consistent with the Pearson findings but with some differences in significance levels and correlation strengths that better reflect the actual data distribution. The relationship between Interest and Practices remains significant with a low-to-moderate correlation strength (ρ = 0.289, p = .001), indicating that teachers' interest in CRET is related to culturally responsive teaching practices. The relationship between Self-Efficacy and Practices is also significant with a moderate correlation (ρ = 0.345, p < .001), reinforcing the finding that teachers' self-belief influences CRET implementation.

The relationship between Interest and Self-Efficacy is statistically significant though weak (ρ = 0.204, p = .024), while Interest and Motivation is not significant (ρ = 0.152, p = .095). Interestingly, Self-Efficacy and Motivation show no significant relationship (ρ = -0.019, p = .837), and similarly, Motivation and Practices are not significantly correlated (ρ = 0.087, p = .342). This pattern suggests that in the non-parametric context, motivation is not significantly correlated with either self-efficacy or teaching practices, unlike interest and self-efficacy which maintain meaningful relationships with CRET practices. These findings underscore the importance of using statistical methods appropriate to the data characteristics to produce valid inferences.

It is important to understand that these findings reveal distinct patterns of relationships between teachers' psychological and behavioral factors and the quality of CRET implementation. The interpretation below presents a comprehensive picture of the strength and direction of the relationships among these variables.

1. Interest in CRET Implementation

   Teacher interest in CRET shows a significant moderate relationship with the quality of CRET implementation. Teachers with greater interest in culturally responsive teaching tend to implement it more effectively.
2. Motivation in CRET Implementation

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No significant correlation exists between teacher motivation and CRET implementation. Teachers' internal and external motivation does not directly predict the successful implementation of CRET.

3. Self-efficacy in CRET Implementation

   Self-efficacy demonstrates the strongest positive correlation with CRET implementation. Teachers' belief in their own capabilities serves as a crucial factor in successful implementation

4. Instructional Practices in CRET Implementation

   Culturally responsive teaching practices show a significant positive correlation with CRET implementation. Teachers who regularly employ culturally-aligned strategies and materials achieve better implementation outcomes.

Among the four factors, self-efficacy and instructional practices are most strongly related to CRET implementation, while interest shows a moderate relationship, and motivation does not demonstrate a significant correlation. Motivation does not show a significant correlation, suggesting that what teachers believe they can do and what they actually do in the classroom matter more than motivation alone. These findings offer nuanced insights into factors contributing to successful culturally responsive teaching implementation within Indonesia's educational reform context.

Multiple Regression Analysis

Model Summary – Implementation

The multiple linear regression analysis was conducted to determine which predictor variables (interest, self-efficacy, motivation, and instructional practices) collectively and individually predict the quality of CRET implementation among PPG graduates. The model summary provides an overview of how well the regression model fits the data.

Table 7. Model Summary for Multiple Linear Regression Analysis Predicting CRET Implementation

Model	R	R^2	Adjusted R^2	RMSE
M_0 (Intercept Only)	0.000	0.000	0.000	0.217
M_1 (Full Model)	0.235	0.055	0.023	0.214

Note. M_1 includes Interest, Self-Efficacy, Motivation, and Practices as predictor variables. R = multiple correlation coefficient; R^2 = coefficient of determination; Adjusted R^2 = R^2 adjusted for the number of predictors; RMSE = Root Mean Square Error.

The full model (M_1) explains approximately 5.5% of the variance in CRET implementation quality (R^2 = .055). After adjusting for the number of predictors, the model accounts for 2.3% of the variance (Adjusted R^2 = .023), suggesting a

modest predictive capacity of the included variables.

ANOVA Results

Analysis of Variance (ANOVA) tests whether the regression model significantly predicts the dependent variable compared to a model with no predictors.

Table 8. ANOVA Table for Multiple Linear Regression Model

Model	Source	Sum of Squares	df	Mean Square	F	Model
M_1 (Full Model)	Regression	0.312	4	0.078	1.700	M_1 (Full Model)
	Residual	5.314	116	0.046		
	Total	5.625	120			

Note. M_1 includes Interest, Self-Efficacy, Motivation, and Practices as predictor variables.

The ANOVA results indicate that the overall regression model is not statistically significant ($F(4, 116) = 1.700$, $p = .155$). This suggests that the combination of interest, self-efficacy, motivation, and instructional practices does not significantly predict CRET implementation quality as a whole.

Regression Coefficients

The coefficients table provides information about the individual contribution of each predictor variable to the regression model while controlling for other variables.

Table 9. Regression Coefficients for Predicting CRET Implementation

M	Predictor	Unstandardized B	SE	Standardized β	t	p	95% CI for B
M_0	(Intercept)	3.538	0.020	–	179.753	< .001	[3.499, 3.577]
M_1	(Intercept)	3.777	0.354	–	10.678	< .001	[3.083, 4.471]
	Interest	-0.182	0.079	-0.248	-2.305	.023	[-0.337, -0.027]
	Self-Efficacy	-0.054	0.081	-0.073	-0.669	.505	[-0.213, 0.105]
	Motivation	0.048	0.077	0.063	0.626	.532	[-0.103, 0.199]
	Practices	0.125	0.087	0.169	1.443	.152	[-0.046, 0.296]

Note. SE = Standard Error; β = Standardized beta coefficient; CI = Confidence Interval.

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Examination of the individual predictors in the final model (M_1) reveals that only Interest has a statistically significant unique contribution to the prediction of CRET implementation (β = -0.248, p = .023). The 95% confidence interval for its unstandardized coefficient, B = -0.182, 95% CI [-0.337, -0.027], does not include zero, confirming this significance. However, its relationship with the outcome is negative. In contrast, Self-Efficacy (p = .505), Motivation (p = .532), and Instructional Practices (p = .152) do not significantly predict CRET implementation when controlling for the other variables in the model. This is corroborated by their respective confidence intervals, which all include zero: Self-Efficacy (B = -0.054, 95% CI [-0.213, 0.105]), Motivation (B = 0.048, 95% CI [-0.103, 0.199]), and Practices (B= 0.125, 95% CI [-0.046, 0.296]).

The negative coefficient for Interest suggests that, within this multivariate model, higher levels of reported interest are associated with lower implementation scores when the effects of self-efficacy, motivation, and practices are statistically held constant. This finding contradicts initial bivariate correlation patterns and warrants further investigation into potential suppressor effects, issues of multicollinearity, or the influence of unmeasured mediator variables.

Based on the multiple linear regression analysis, Interest is the sole statistically significant predictor of CRET implementation quality (p = .023). Despite its negative direction in the model (β = -0.248), its significance confirms that it provides a measurable and unique contribution to explaining variance in implementation scores. Therefore, teacher interest in CRET can be identified as a significant predictor within this specific model, though its paradoxical negative relationship highlights the complexity of the construct interplay and necessitates cautious interpretation and further study.

Discussion

The findings of this study provide important insights into how psychological and instructional factors interact to influence the implementation of CRET among PPG graduates within Indonesia's Merdeka Curriculum. The results revealed that while the participants reported high levels of interest, motivation, self-efficacy, and CRET-aligned instructional practices, only self-efficacy and instructional practices demonstrated significant positive correlations with the quality of CRET implementation. Among these, self-efficacy emerged as the strongest predictor, underscoring that teachers' belief in their capability is more decisive than mere attitudinal or motivational orientations in determining the success of culturally responsive pedagogy. Conversely, interest displayed a significant but negative relationship with CRET implementation once other factors were controlled, revealing a complex interplay between disposition and practice.

The strong influence of self-efficacy on CRET implementation corroborates

(Bandura, 1997) social cognitive theory, which posits that individuals' belief in their ability to perform a task directly affects their persistence and success. In the context of EFL teaching, self-efficacy enables teachers to translate pedagogical theory into adaptive classroom practice, even when facing contextual challenges such as limited resources or large class sizes (Gordon et al., 2023; Shapiro et al., 2021). This finding aligns with previous studies by Cruz et al. (2020) and Pevec-Zimmer et al. (2024), which confirmed that teachers with higher efficacy levels are more likely to employ culturally responsive strategies and maintain consistency in their instructional quality.

Interestingly, motivation did not significantly predict the implementation of CRET, diverging from traditional models of Self-Determination Theory (Deci & Ryan, 2000). One explanation may lie in the structural conditions of the Merdeka Curriculum environment, where teachers operate under policy-driven mandates that emphasize administrative compliance and workload management. Under such conditions, intrinsic motivation may be overshadowed by systemic pressures. This resonates with Vass (2017) and Lingenfelter (2025), who found that institutional barriers often moderate the influence of motivation on culturally responsive practices. Hence, while motivation fosters willingness, self-efficacy represents the ability to act, suggesting that professional preparation must not only inspire but also empower.

The negative coefficient of interest presents an intriguing paradox. Although teachers with higher interest are theoretically expected to show better implementation, the data reveal the opposite when self-efficacy and other variables are controlled. This result suggests a possible "interest–practice gap", where theoretical enthusiasm does not always translate into effective classroom application. Similar phenomena have been noted in studies by Moreno-Guerrero et al. (2020) and Wang et al. (2025), which argue that teachers who are highly interested in educational innovations but lack sufficient training or contextual support may experience implementation fatigue or cognitive overload.

In the present context, this condition may be associated with the demographic profile of the participants, who were largely teachers with moderate teaching experience (2–5 years) and predominantly teaching at the junior high school (SMP) level. While teachers at this career stage often demonstrate strong motivation and openness toward pedagogical innovation, they may simultaneously encounter practical constraints such as instructional workload demands, limited opportunities for sustained professional mentoring, and restricted decision-making autonomy within schools. As a result, high levels of interest in innovative approaches like CRET, when not accompanied by adequate pedagogical support and institutional facilitation, may not consistently translate into effective classroom

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implementation and may instead lead to implementation challenges.

These findings hold direct implications for Indonesia's PPG. The current PPG model has successfully cultivated cognitive awareness of culturally responsive pedagogy, yet the transition from conceptual understanding to classroom performance remains inconsistent (Sayed Mahbub Hasan Amiri et al., 2025; Simbolon et al., 2024). Therefore, PPG training must go beyond transmitting theoretical frameworks and instead focus on developing applied competence and contextual efficacy. This can be achieved through immersive, community-based teaching simulations, reflective classroom observations, and peer mentoring (Ayunin & Fajarianto, 2025). Integrating microteaching modules that embed CRET principles into real-world scenarios would strengthen teachers' confidence and readiness (Fischetti et al., 2022). Continuous professional development should also emphasize reflective practice and collaborative lesson study, enabling teachers to analyze and refine their implementation of culturally responsive instruction.

The Merdeka Curriculum emphasizes learner-centeredness, differentiation, and contextual learning, all of which align closely with CRET principles (Digna et al., 2023; Samsudi et al., 2024). The high descriptive scores of interests and motivation indicate that teachers ideologically support this vision. However, the empirical results reveal that the true challenge lies in operationalizing these ideals within classroom realities. Self-efficacy thus becomes the bridge between the Merdeka Curriculum's philosophical goals and the teacher's practical execution. For policy implementation, this underscores the need to provide continuous coaching, adequate teaching materials rooted in local culture, and supportive institutional climates that reward pedagogical innovation.

The results also indicate moderate multicollinearity among psychological constructs, suggesting conceptual overlap between interest, motivation, and self-efficacy. This interdependence points to the need for more advanced analytical modeling, such as Structural Equation Modeling (SEM), to untangle mediating and moderating relationships. Additionally, as the study relies on self-reported data, perception bias may have influenced responses. The sample's geographical concentration in Makassar and surrounding regions may also limit generalizability to broader national contexts. Hence, future research should replicate the study across diverse cultural and institutional settings. This study advances the theoretical understanding of how psychological constructs interact in shaping culturally responsive pedagogy within EFL contexts. It confirms that self-efficacy is a stronger driver of action than motivation or interest, reaffirming the need for teacher education programs that prioritize capacity building over attitudinal change alone

Conclusion

The analysis reveals an intriguing pattern in the relationship between teachers' psychological variables (interest, motivation, self-efficacy, and instructional practices) and CRET implementation. Although descriptively, PPG graduates reported high levels of interest, motivation, self-efficacy, and CRET-aligned instructional practices, correlational and regression analyses indicate that only self-efficacy and instructional practices show a significant positive correlation with the quality of CRET implementation, while motivation shows no significant relationship.

Interestingly, in the regression model, interest emerged as a statistically significant predictor with a negative coefficient, suggesting that when other factors are controlled, higher interest may not necessarily translate into better CRET implementation. This finding should be interpreted in light of the demographic profile of the respondents, who were predominantly female, had 2–5 years of teaching experience, and mostly taught at the junior high school level (57.85%). It is possible that teachers with high interest but limited experience still face contextual barriers, such as administrative workload, lack of localized cultural resources, or insufficient school support, that hinder the translation of interest into effective practice.

Additionally, while majority of respondents were exposed to CRET through PPG training, the training may have emphasized theoretical knowledge over practical application, creating a gap between psychological readiness and practical capacity. This opens avenues for future research to explore mediating or moderating variables, such as institutional support, availability of contextual teaching materials, or local cultural complexity, that could explain why high interest does not always lead to quality implementation, and why motivation was not significant in this sample context.

Based on the findings, future research is recommended to adopt a mixed-methods approach to deeply explore the contexts and mechanisms behind the negative relationship between interest and CRET implementation. Qualitative studies through interviews or classroom observations could uncover practical barriers faced by highly interested teachers, while experimental research could test training models that integrate coaching, lesson study, and the development of locally rooted teaching materials. Furthermore, it is important to investigate the role of environmental variables such as school climate, instructional leadership, and community collaboration as enabling factors for effective CRET implementation. On the practical side, the findings highlight the need to refine teacher training program, both in PPG and in continuous professional development,

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by focusing on enhancing applied self-efficacy through classroom simulations, reflective practice, and collaborative mentoring. Training should not only build awareness and interest in CRET but also equip teachers with the technical skills to design, implement, and assess culturally responsive instruction in context, as well as to manage multicultural classroom dynamics. In this way, teacher capacity building can align with the spirit of the Merdeka Curriculum to create English language learning that is inclusive, relevant, and empowering of students' cultural identities.

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Appendix

A. Google Form Link for the Online Questionnaire and Multiple-Choice Test

https://forms.gle/vAPdeRATLE25Mote9

B. Assessment Rubric and Answer Key for the Multiple-Choice Test

The questions are divided into six sections, each focusing on a key indicator of CRET:

1. Section 1: Cultural Integration in Content (Items 1-5)
2. Section 2: Leveraging Student Experience (Items 6-10)
3. Section 3: Inclusive and Empowering Environment (Items 11-15)
4. Section 4: Critical and Social Justice Orientation (Items 16-20)
5. Section 5: Affirmation of Linguistic Backgrounds (Items 21-25)
6. Section 6: Culturally Responsive Teacher-Student Connection (Items 26-30)

Answer Key *(The letter corresponding to the answer with the highest score/5 for each item):

1. C
2. C
3. B
4. C
5. C
6. B
7. B
8. D
9. B
10. C
11. C
12. B
13. C
14. A
15. C
16. C
17. D
18. C
19. D
20. C
21. C
22. B

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23. B
24. C
25. C
26. B
27. C
28. C
29. C
30. D

Table Scoring Key:
This instrument uses a weighted multiple-choice format (1-5) where options represent a spectrum of CRET implementation:

1. Score 5: CRET-Aligned/Transformative Practice. Demonstrates proactive, intentional, and reflective integration of cultural responsiveness as a core pedagogical strategy. Often involves student agency, critical thinking, deep connection to local context, and a clear orientation towards social justice.
2. Score 4: Proficient/Integrative Practice. Shows consistent and deliberate effort to incorporate CRET principles. Implementation is purposeful and creates a connected, relevant learning experience, though it may not always reach the transformative level.
3. Score 3: Emerging/Aware Practice. Shows awareness and some effort to incorporate CRET principles, but implementation may be occasional, add-on, or not fully leveraged for deep learning. Represents a positive step beyond standard practice.
4. Score 2: Standard/Neutral Practice. Reflects conventional, curriculum-focused teaching with minimal intentional cultural adaptation. Effective for general language instruction but misses significant opportunities for cultural connection and relevance.
5. Score 1: Limited/Disconnected Practice. Indicates a practice that is teacher-centered, rigid, or actively avoids/dismisses the role of culture and student experience in learning. May stem from a deficit perspective or a lack of awareness.

Scoring System and Conversion:

A. Total Raw Score Calculation: Sum the scores (1-5) from all 30 items.
   - Minimum Possible Raw Score: 30 items / 1 = 30
   - Maximum Possible Raw Score: 30 items / 5 = 150
B. Percentage Score Conversion:
   - Formula: (Total Raw Score / 150) x 100%

Table Score Classification:

Total Raw Score Range	Percentage Range	Level of CRET Implementation	Description
126 - 150	84% - 100%	Transformative	Teacher consistently and expertly implements all CRET indicators at a high level. Practice is deeply student-centered, critical, and culturally embedded, fostering a dynamic, inclusive, and empowering learning ecosystem that actively promotes equity.
105 - 125	70% - 83%	Proficient	Teacher regularly and intentionally implements most CRET indicators. The classroom environment is demonstrably culturally responsive, with strategies effectively integrated into pedagogy to enhance relevance and connection.
75 - 104	50% - 69%	Developing	Teacher shows clear awareness and makes deliberate but inconsistent attempts to implement CRET strategies. Practices are present but may vary in depth or frequency across different indicators.
45 - 74	30% - 49%	Awareness	Teacher demonstrates basic recognition of cultural diversity but pedagogical translation is limited, infrequent, or superficial. Instruction remains largely standard, with CRET as an occasional consideration rather than a driver.
30 - 44	< 30%	Limited	Classroom practice shows minimal to no integration of CRET principles. Instruction is

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	culturally disconnected or may inadvertently marginalize student backgrounds. There is little evidence of leveraging culture as an asset for learning.

C. Instruments

Teacher's Interest Questionnaire

This instrument is designed to measure the level of teacher interest in implementing Culturally Responsive English Teaching (CRET) within the Merdeka Curriculum. This questionnaire is grounded in the Four-Phase Model of Interest Development (Hidi & Renninger, 2006), which conceptualizes interest as a psychological state that evolves from externally triggered situational interest to a well-developed and enduring individual interest. The model defines interest as a content-specific motivational variable characterized by increased attention, cognitive engagement, and positive affective experience (Schiefele, 1991). The items are adapted to reflect the specific context of in-service English teachers' engagement with culturally responsive pedagogical practices. Key indicators, derived from the model's phases, include:

1. Triggered Situational Interest (4 items): The initial affective and cognitive reaction to the concept and practices of CRET.
2. Maintained Situational Interest (4 items): The repeated and sustained engagement with CRET ideas over time, supported by meaningful tasks.
3. Emerging Individual Interest (4 items): A developing personal predisposition to seek out and value CRET principles in instructional planning.
4. Well-Developed Individual Interest (4 items): A deep-seated, enduring personal valuing of CRET, leading to self-initiated and persistent efforts to master and implement it.

Teacher's Motivation Questionnaire

This instrument is designed to measure the level of motivation among PPG graduates English teacher in implementing Culturally Responsive English Teaching (CRET) within the Merdeka Curriculum. The questionnaire is grounded in Self-Determination Theory (Deci & Ryan, 2000) and the L2 Motivational Framework (Dörnyei & Ushioda, 2021), both of which conceptualize motivation as the dynamic interplay between intrinsic and extrinsic factors that shape individuals' engagement, persistence, and goal-directed behaviors. Within this study, teacher motivation is operationally defined as the internal and external drive influencing English teachers' willingness and commitment to apply culturally responsive pedagogical practices in their classrooms. The items are adapted to reflect the

specific context of English language teaching in Merdeka Curriculum, emphasizing culturally relevant and student-centered instruction. Key indicators include:

1. Commitment to self-development (5 items), referring to teachers' intrinsic desire for continuous professional growth and reflective practice in enhancing their CRET competence.
2. Professional goals related to CRET (5 items), encompassing teachers' purposeful alignment of career aspirations with culturally responsive teaching practices.
3. External institutional support (6 items), which captures the extent of encouragement, resources, and recognition provided by schools or educational authorities that sustain teachers' motivation to implement CRET effectively.

Teacher's Self-Efficacy Questionnaire

This instrument is designed to measure the level of English teacher PPG graduates' beliefs in their own capabilities to effectively implement Culturally Responsive English Teaching (CRET) within the Merdeka Curriculum. The questionnaire is grounded in theory of self-efficacy (Bandura, 1997) and the teacher efficacy model proposed by Tschannen-Moran and Hoy (2001), which conceptualize self-efficacy as an individual's belief in their capacity to organize and execute actions required to achieve desired teaching outcomes. In this study, teacher self-efficacy is operationally defined as the confidence of PPG graduates in their ability to plan, manage, and deliver culturally responsive English instruction. The items are adapted to reflect the specific context of English language teaching in multicultural Indonesian classrooms. Key indicators include:

1. Confidence in managing multicultural classrooms effectively (Classroom Management) (4 items);
2. Belief in their ability to apply culturally responsive strategies and materials in English instruction (Task Confidence) (4 items);
3. Perceived competence in understanding and addressing students' cultural diversity (Cultural Competence) (4 items); and
4. Self-assessment of teaching success in achieving equitable and culturally relevant learning outcomes (Perceived Teaching Effectiveness) (4 items).

Teacher's Instructional Practices Questionnaire

This instrument is designed to measure the level of PPG graduates teachers' instructional practices in implementing CRET within the Merdeka Curriculum. It operationally defines instructional practices as the strategies, methods, and approaches employed by teachers to plan, deliver, and assess English language instruction that reflects students' cultural identities and diverse learning needs. Grounded in the works of Tomlinson (2001), Richards (2015), and B. Tomlinson

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(2012), this questionnaire is informed by frameworks of differentiated instruction and communicative language teaching, emphasizing culturally responsive planning, adaptive pedagogy, and inclusive assessment. The model underscores that effective instructional practices are context-sensitive, learner-centered, and culturally grounded, enabling English teachers to integrate local culture, encourage student participation, and design equitable learning experiences. The items were adapted to reflect the specific context of English teaching under the Merdeka Curriculum, where differentiation and cultural responsiveness are central to instructional quality. Key indicators include:

1. Culturally contextualized lesson planning and instructional design (4 items);
2. Utilization of local and culturally relevant English learning materials (4 items);
3. Implementation of varied and adaptive teaching strategies aligned with students' cultural backgrounds (4 items);
4. Differentiated classroom practices that address learners' diverse needs and abilities (4 items); and
5. Culturally responsive assessment methods that value and represent students' cultural diversity (4 items).

Teacher's Implementation of Culturally Responsive English Teaching (CRET) within the Merdeka Curriculum Multiple Choices Test Format

This instrument is designed to measure the level of Teacher's Implementation of CRET within the Merdeka Curriculum. The multiple choices test format is grounded in the Culturally Responsive Teaching (CRT) framework, which posits that integrating students' cultural backgrounds, identities, and lived experiences into all aspects of learning creates a more meaningful, engaging, and empowering educational environment (Siregar et al., 2023; Walsh, 2025). The operational definition for this variable is the teacher's conscious pedagogical practice of adapting and delivering English language instruction by leveraging students' cultural knowledge and social realities as core assets. Within the context of the Merdeka Curriculum, this involves strategically embedding local cultural elements, such as folklore, languages, and values, into lesson content and classroom interactions, thereby making English learning more relevant while simultaneously fostering cultural awareness, social justice, and a sense of belonging.

The items are adapted to reflect the specific context of English teaching in diverse Indonesian classrooms under the Merdeka Curriculum's flexible framework. Key indicators of CRET implementation, synthesized from the core principles of CRT and the specific CRET model (Siregar et al., 2023; Walsh, 2025), include:

1. Cultural Integration in Content: The teacher incorporates local cultural materials (folklore, traditions, local wisdom) into English lessons to teach language skills (5 items).
2. Leveraging Student Experience: The teacher uses students' personal life experiences, prior knowledge, and cultural references as a starting point or context for learning English (5 items).
3. Inclusive and Empowering Environment: The teacher creates a classroom atmosphere where all students feel valued, respected, and confident to express their cultural identities (5 items).
4. Critical and Social Justice Orientation: The teacher uses culturally relevant materials to discuss themes of fairness, diversity, and critical societal issues, promoting deeper analysis (5 items).
5. Affirmation of Linguistic Backgrounds: The teacher strategically and positively acknowledges the use of students' first language (L1) as a scaffold for English acquisition (5 items).
6. Culturally Responsive Teacher-Student Connection: The teacher demonstrates care, trust, and empathy, and adapts teaching methods to be responsive to students' cultural identities and learning styles (5 items).

D. Overview of Data Analysis

Number of Valid Responses

Based on the data recorded, 121 complete responses were obtained from research participants. Each entry represents one respondent, including those using open identities and those assigned anonymous codes. There were no entirely blank rows, so all 121 responses met the data completeness criteria and were declared valid for further statistical analysis.

Handling of Missing or Incomplete Data

Although some records did not include respondent names, all key variables, gender, years of teaching experience, grade level taught, CRT/CRET training experience, and familiarity with the Merdeka Curriculum, were fully completed. In addition, responses to the questionnaire items (L1 to L64) and the questionnaire of multiple choices (MC1 to MC30) were fully recorded with numerical scales of 1–5. Thus, there was no missing data in the key variables required for correlation and regression analysis. The data were declared complete and ready for analysis without requiring further deletion or imputation procedures.

Confirmation of Data Suitability for Inferential Analysis

Prior to conducting inferential analyses, key statistical assumptions were tested to

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ensure valid and reliable results. These included data completeness, normality, linearity, multicollinearity, and homoscedasticity. The dataset consisted of 121 complete responses from PPG graduate English teachers, with no missing data in key variables. All questionnaire items were fully recorded for data integrity. Normality tests using Shapiro-Wilk indicated significant deviations from normality for both multivariate and bivariate distributions (all p-values < .05). As a result, Spearman's rank correlation was used instead of Pearson's correlation to maintain analytical robustness. For multiple linear regression, residual diagnostics showed favourable results. The histogram of standardized residuals indicated approximate normality, and partial regression plots confirmed linear relationships between all predictors and the outcome variable. Collinearity diagnostics revealed moderate multicollinearity (condition indices 33.952–47.767), which is expected among interrelated psychological constructs and remains manageable. Homoscedasticity was reasonably met, with residuals randomly scattered around zero without systematic patterns. In summary, while normality assumptions for correlation were violated (requiring non-parametric methods), the data sufficiently met regression assumptions, confirming its suitability for the inferential analyses outlined.