The Implementation of Emancipated Curriculum: Teachers' Strategies in Teaching English Writing

Leny Kicha[1], Nihta Vera Frelly Liando[1*], Tini Mogea[1]

English Education Department, Faculty of Languages and Arts, Univesitas Negeri Manado, Tondano, Indonesia

* Corresponding Author. E-mail: *Nihtaliando@unima.ac.id*

Abstract:

The curriculum significantly influences the direction of classroom learning activities. In an era where adapting to rapid change is essential, the Kurikulum Merdeka (emancipated curriculum) has been introduced to address educational needs. This article explores how teachers implement strategies for teaching English writing based on the emancipated curriculum, along with the challenges they encounter. The research involved two English teachers from Islamic junior high schools, both teaching seventh graders. Data was gathered through interviews, observations, and documentation. The findings revealed that students were highly engaged in English writing due to the teaching strategies employed, making the learning experience more enjoyable and engaging. In the application of the emancipated curriculum, teachers acted primarily as facilitators, guiding students to take a more active role in their learning. The study suggests that the teachers' strategies were well-suited to the students' abilities and learning needs.

Keywords: *Emancipated curriculum, Junior high school, Teacher strategies, ELL, Teaching writing*

Introduction

The curriculum is a structured selection of knowledge, skills, and assessments that shapes the teaching, learning, and evaluation processes (Natalia, Asib & Kristina, 2018). Enhancing and aligning educational standards remains a key challenge for the government's efforts to improve Indonesia's education system.

The current curriculum is deemed inadequate for raising education quality, as evidenced by low student learning outcomes (Amanda, Mirza & Qamariah, 2023). Ferdaus & Novita (2023) note that Indonesia is attempting to innovate through the Emancipated Curriculum (Kurikulum Merdeka), which was made

available to all schools based on their readiness in 2022. The Minister of Education, Culture, Research, and Technology's decree number 56 of 2022 outlines the guidelines for this curriculum, which was designed to address learning losses and gaps resulting from the COVID-19 pandemic. Given this update, further research into the implementation of the Emancipated Curriculum, particularly in English teaching, is necessary.

As noted by Apriatni et al. (2023), the Emancipated Curriculum is an improvement over previous curricula, aimed at mitigating the learning loss caused by the COVID-19 pandemic. Dewi, Sintadewi & Suryantini (2023) explain that the Indonesian government replaced the 2013 curriculum with the Emancipated Curriculum, which focuses on essential material, character development, and student competencies. This curriculum emphasizes freedom and creativity in learning, with a focus on project-based methods (Dirwan, Bani & Yuniarti, 2023). However, Muslim & Sumarni (2023) warn that disregarding the unique aspects of this curriculum can lead to challenges, including difficulties in determining learning outcomes, preparing teaching plans, and guiding students through the learning process. Therefore, it is crucial for teachers to thoroughly understand the design and features of teaching English within the Emancipated Curriculum.

According to the National Education Standards Agency (Badan Standar Nasional Pendidikan, in Maimunah, 2018), English instruction at the senior high school level

aims to achieve functional proficiency. This means students should be able to communicate effectively in both spoken and written forms. In oral communication, first-year high school students are expected to convey meaning in interpersonal and transactional conversations in everyday contexts. In written communication, they must learn to produce texts such as procedures, descriptions, narratives, and recounts. The key indicator of success is their ability to develop and produce simple written monologues in these text forms. However, Elmahida, Nia, and Komariyah (2021) highlight that teaching writing is often seen as a complex task, requiring a balance between theory and practice. Teachers need to master creative and interactive strategies to foster an engaging environment, especially for young learners, as writing enhances their insight and helps organize their perspectives. Despite this, Sartika (2017) notes that many English teachers still rely on memorization strategies, using dictionaries as the primary tool for learning vocabulary. This method often results in monotonous lessons, leading to a lack of student interest and motivation. Given the recent shift from the 2013 Curriculum to the Emancipated Curriculum in Indonesia, it is essential to explore how teachers adapt their strategies for teaching English writing within this new framework.

Several studies have examined the implementation of the Emancipated Curriculum in schools. Novtian & Yavani (2023) identified four key challenges teachers face when applying this

curriculum. First, students' varying conditions can make it difficult to implement learning models effectively. Second, differentiated learning requires teachers to design lessons that accommodate the diverse needs and interests of students. Third, teaching English as a foreign language poses a challenge, as many students still have limited knowledge of the language. Lastly, providing appropriate learning materials that align with both the curriculum and students' needs requires teachers to prepare relevant media. Ayuningtyas & Ratih (2023) also studied the Emancipated Curriculum's application and found that English teachers used role-playing and question-answer strategies to teach speaking. These strategies were implemented according to modules and followed structured teaching procedures: pre-activity, whilst-activity, and post-activity. However, teachers faced challenges such as students' inhibitions, including feelings of embarrassment, lack of confidence, fear of mistakes, limited vocabulary, passive participation, preference for speaking in their native language, and difficulties adjusting to the new curriculum.

Previous research has highlighted that many aspects of the Emancipated Curriculum still require further exploration, particularly regarding teachers' strategies in English Language Teaching (ELT). As the curriculum is relatively new, teachers are still adapting to find the most effective teaching methods. Febriansyah, Tasnim & Wahjuningsih (2023) noted that the Emancipated Curriculum, introduced in 2021, has been adopted by many high schools in Indonesia, yet few studies have focused on techniques for teaching English under this framework. Therefore, the aim of this study is to explore teachers' strategies for teaching English writing within the Emancipated Curriculum and the challenges they encounter during its implementation.

Emancipated Curriculum

The introduction of a new curriculum within Indonesia's education system has become a focal point, particularly for educational institutions (Rizaldi & Fatimah, 2022). The Minister of Education, Culture, Research, and Technology, Nadiem Makarim, explained that the Emancipated Curriculum is a new version of the Prototype Curriculum that was previously tested. He mentioned that all levels of education could gradually adopt this curriculum based on each school's readiness (Direktorat Sekolah Menengah Pertama, in Annafiah 2023). The government has introduced various reforms to the national education curriculum to align Indonesian education with advancements in technology and knowledge (Pratikno, Hermawan & Arifin, 2022). In the Emancipated Curriculum, teachers focus on three key components: learning objectives, the teaching process, and assessment, which can be simplified into a one-page lesson plan, while other elements are supplementary (Tricahyati & Zaim, 2023).

This curriculum leverages technology to enhance learning experiences in today's fast-paced digital era. By integrating digital tools and platforms, students gain access to diverse resources, interactive learning materials, and global networks. This allows students to engage with various perspectives, collaborate internationally, and develop a global mindset. The curriculum also emphasizes digital literacy, preparing students for the rapidly evolving digital world (Zidan & Qamariah, 2023). As highlighted by Widiyawati, Nurwahidah, and Sari (2019), media is essential in developing assessments through digital Information and Communication Technology (ICT) platforms, enabling the use of Computer-Based Tests (CBT) for both descriptive and multiple-choice formats.

The Emancipated Curriculum emphasizes diverse intra-curricular learning, allowing students to engage more deeply with content and build stronger competencies (Anwar, 2022; Purnawanto, 2022; Rahima, 2022). In practice, this curriculum encourages teachers to play a key role in both curriculum development and the learning process. Teachers' involvement is crucial in adapting the curriculum to meet the specific needs of students in their community (Annisa et al., 2022). As the primary figure in education, teachers have the autonomy to interpret and implement the curriculum, ensuring it aligns with the students' needs during the learning process (Faiz & Faridah, 2022).

The effectiveness of any educational system depends significantly on the quality of its teachers, regardless of how well-designed the system may be (Baro'ah, 2020). In the Emancipated Curriculum, teachers have the flexibility to select teaching tools that match the learning needs and interests of their students (Kasnowo & Hidayat, 2022; Martati, 2022). They may also use various teaching strategies, such as text and non-text books, multimedia resources, and interactive simulations to help students explore and understand concepts. A central premise of the Emancipated Curriculum is trust in teachers, giving them the freedom to conduct learning in ways they see fit (Fauzi, 2022). The choice of teaching strategies allows teachers to effectively and efficiently achieve learning objectives within their specific classroom environments (Ayuningtyas & Ratih, 2023).

Writing, as an active skill, allows students to express their ideas without direct interaction with the reader. It is a creative and expressive process (Liando & Martha, 2021) and serves as a vital tool for communication in all aspects of life. Writing is an everyday necessity, regardless of age, and it is the teacher's responsibility to help students see its importance (Caswell, 2004). Writing offers students and teachers a shared opportunity for discovery (Urquhart & McIver, 2005). As students clarify their ideas through writing, they experience a sense of exploration, making the writing process enjoyable in both teaching and learning contexts:
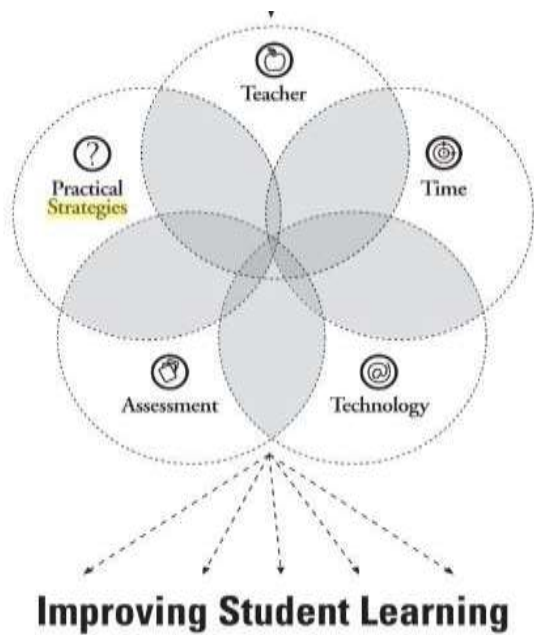
Figure 1. Writing instruction (Urquhart & McIver, 2005)

From the graphic organizer above, Urquhart & McIver (2005) listed the five assumptions about writing instruction. They reflect key concepts of teaching writing int the content areas and are a good place to begin thinking about its benefits for all teachers and students. Those five overlapping circles represent the interrelated elements that affect the quality of writing instruction. The teacher appears in the center, signifying the importance of understanding the role of time, assessment, technology, and practical strategies. The result is improved student learning.

Research Method

In this study, the researcher employs a descriptive method to analyze the strategies used by teachers in teaching English writing within the framework of the Emancipated Curriculum. According to Bhattacherjee (2012), descriptive research focuses on making careful observations and detailed documentation of a phenomenon. The descriptive qualitative approach in this research is used to explain the strategies teachers utilize for teaching English writing and the challenges they face while applying these strategies to seventh-grade students at Madrasah Tsanawiyah Negeri 1 and 2 in Bolaang Mongondow Timur.

Figure 2 presents a schematic overview of the research project, outlining a series of activities involved in functionalist research. These activities are grouped into three stages: exploration, research design, and research execution. It is important to note that this generalized design is specifically applicable to functionalist research and may be adapted to meet the unique requirements of individual research projects.


Figure 2. Functionalist Research Process (Bhattacherjee, 2012)

The research in this study focused on two English teachers teaching seventh grade at Madrasah Tsanawiyah Negeri 1 and 2 Bolaang Mongondow Timur. The

primary objective was to explore the strategies these teachers employed in teaching writing under the Emancipated Curriculum. Data collection methods included interviews, observations, and documentation. To ensure the validity of the data, the researcher employed the triangulation technique. Triangulation enhances understanding by cross-verifying data from multiple sources. According to Sugiyono (2010), triangulation involves checking data using various methods, sources, and at different times to improve the reliability and credibility of research findings.

In this context, triangulation not only validates the data but also provides a more comprehensive picture of the teaching strategies in use. By incorporating different perspectives and data points, it ensures that the findings are robust and reflective of actual teaching practices. This multi-faceted approach is particularly useful in qualitative research, where the complexity of human behavior and educational methods requires thorough examination from multiple angles:
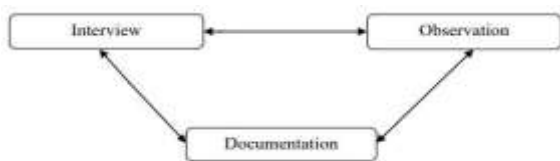
Figure 3. Data Collecting of Triangulation (Sugiyono, 2017)

The data analysis technique employed in this research is qualitative in nature. The researcher examined the strategies utilized by teachers in teaching writing within the framework of the Emancipated Curriculum, focusing on materials, activities, media, evaluation methods, and the challenges faced by teachers. The research findings were described based on observed phenomena in the field and synthesized to provide a comprehensive understanding of the data. The goal of this analysis was to uncover the strategies teachers implemented and identify the difficulties they encountered while teaching writing under the Emancipated Curriculum.

In addition to synthesizing the findings, the qualitative analysis provided deeper insights into how these strategies were applied in the classroom. By looking at various components such as materials and media, the study offered a holistic view of the teaching methods employed. Furthermore, it highlighted the ongoing challenges teachers face, such as adapting to new curriculum requirements and effectively engaging students in writing activities. This approach not only describes the strategies but also examines their effectiveness in addressing the diverse needs of students.

Findings and Discussion

Findings are a crucial component of qualitative research, as they present a detailed description of the data collected. In this section, the primary data sources are observations and interviews. The observations were documented in a narrative format and supported with tables, allowing for comparison with Hyland's (2015) theories on teaching writing strategies. The researcher took notes on each strategy employed by the teachers in

their classrooms, carefully analyzing how these aligned with established teaching methods.

By comparing the teachers' actions with Hyland's (2015) approach, the researcher was able to identify patterns, successes, and potential areas for improvement in the strategies used to teach writing. This process also helped in highlighting how effectively the Emancipated Curriculum's goals were being implemented in the classroom.

Teachers' Strategies in Teaching Writing in The Implementation of Emancipated Curriculum

The teaching writing strategies that implemented in Emancipated curriculum that used by the teachers can be seen in table 4.1 below:

Teachers' Strategies in Teaching Writing by Observation

No	Name	Observation 1	Observation 2	Observation 3
1	Teacher 1	Scramble Word Game	Modeling & Scaffolding Writing	Constructive Feedback
2	Teacher 2	Writing Race Game	Journaling	Constructive Feedback

Based on the table above, the researcher made the simpler table as follow:

Table 4.2. **Conclusion Teachers' Strategies in Teaching Writing by Observation**

No.	Teachers' Strategies	Total
1	Scramble Word Game	Once
2	Writing Race Game	Once
3	Modeling and Scaffolding Writing	Once
4	Journaling	Once
5	Constructive Feedback	Twice

In the first meeting, Teacher 1 initiated the session by administering a diagnostic assessment to gauge the students' understanding of the material. Once the assessment was completed, the teacher introduced a slide presentation on the topic "Names of Days and Times," which was aligned with the day's textbook lesson. After delivering a brief explanation, the teacher engaged students in a game to maintain their interest and prevent boredom. The students were given the opportunity to choose the game, eventually selecting a scramble word game. Thus, Teacher 1 used "Scramble Word Games" as the primary strategy during the first meeting. In the second session, she

implemented "Modeling and Scaffolding Writing" to help students create a class schedule based on the topic "Class Schedule and School Subject." For the final meeting, she employed constructive feedback as a strategy to assess the formative work completed by the students in the second session.

Similarly, Teacher 2 began the first meeting with a diagnostic assessment and followed up by showing a video on the topic "Class Schedule and School Subject." After providing a brief explanation of the material, she conducted a "Writing Race Game" to practice students' writing skills. In the second meeting, the teacher used "Journaling" to teach the topic "Names of Days and Times." At the final meeting, like Teacher 1, she also utilized constructive feedback to assess student performance in the formative assessment.

From observing both teachers, the researcher concluded that they employed a variety of creative strategies in each session, adjusting them according to the topics in the students' textbooks. The strategies commonly used included games, modeling, scaffolding writing, journaling, and constructive feedback. Notably, both teachers frequently used games and constructive feedback, making these strategies particularly favored during the observations. These diverse methods helped create an engaging and interactive learning environment, allowing students to actively participate in the lessons.

Interview

The results of the research findings were presented in the table below.

Table 4.3

Teachers' Strategies in Teaching Writing by Interview

No.	Teacher	Strategies
1	Teacher 1	Games, Modeling and Scaffolding Writing, Constructive Feedback
2	Teacher 2	Games, Journaling, Constructive Feedback

Table 4.4

Conclusion Teachers' Strategies in Teaching Writing by Interview

No.	Teachers' Strategies	Total
1	Games	Twice
2	Modeling and Scaffolding Writing	Once
3	Journaling	Once
4	Constructive Feedback	Twice

From the table, it can be concluded that both teachers who were interviewed have implemented various strategies for teaching writing. Among these, the most frequently used and favored strategies were games and providing constructive feedback. For the formative assessments, both teachers utilized Brown's (2007)

scoring rubric to evaluate student performance:

Table 4.8 **Table of Scoring Rubric Writing**

Components of Writing	Score	Level	Indicators
Content	4	Excellent	Present the information well chosen details across the paragraph
	3	Good	Present the information with details in parts of the paragraph
	2	Fair	Present the information with some details
	1	Poor	Present no clear information
Vocabulary	4	Excellent	Good in vocabulary choice
	3	Good	Error in Vocabulary choice are few and do not interfere with understanding
	2	Fair	Error in Vocabulary choice are and sometimes they with understanding
	1	Poor	Many error in vocabulary choice that severally interfere with understanding
Grammar	4	Excellent	Good in Grammar
	3	Good	Error in grammar choice are few and do not interfere with understanding
	2	Fair	Error in grammar choice are and sometimes they with understanding
	1	Poor	Many error in grammar choice that severally interfere with understanding
Mechanics	4	Excellent	Good in spelling, punctuation and capitalization
	3	Good	Error in spelling, punctuation and capitalization are few
	2	Fair	Error in spelling, punctuation and capitalization and sometimes interfere with understanding
	1	Poor	Error in spelling, punctuation and capitalization and severly interfere with understanding

Challenges Faced by The Teacher in Teaching Writing in The Implementation of Emancipated Curriculum

Teaching English as a foreign language presents several challenges, as highlighted by Hidayati (2018). These challenges stem from both internal and external factors. Internal factors involve linguistic competence, interference from the learners' native language, motivation, and reading habits. External factors include classroom conditions, available teaching aids for writing instruction, and time constraints. The research findings can help teachers and relevant authorities enhance English Language Teaching (ELT), particularly in writing instruction. By addressing these issues, improvements can be made to better support both teachers and students in overcoming these obstacles.

After researcher interviewed the teachers, it is found some similarities things with the state of Hidayati above, Teacher 1 said;

"The challenge faced is that there are still many students who are not used to being independent, so their level of confidence is not high in answering the problems or assignments given. Therefore, the teacher's role is still the main one in the classroom."

(Interview with Teacher 1, 5th of February 2024)

Teacher 1 observed that the varying levels of student ability and a lack of confidence were significant challenges in teaching writing. This aligns with Amalia, Abdullah, and Fatimah (2021), who identified several student-related challenges in writing instruction. These include weak grammatical competence, difficulty in generating ideas for writing, limited vocabulary knowledge, and a lack of motivation to engage in English writing tasks. These factors collectively contribute to the difficulties teachers face when helping students improve their writing skills.

While, Teacher 2 said that;

"There are some challenges that I face, such as the incomplete facilities provided at madrasas to support the implementation of the emancipated curriculum, such as the absence of textbooks for students and WI-FI networks to access online learning media. Apart from that, there is no training in implementing the emancipated curriculum which is held directly in madrasas.

(Interview with Teacher 2, 6th of February 2024)

Teacher 2 identified the lack of school facilities and teaching media as major challenges in her teaching. This is consistent with Singhal's (1997) research, which emphasizes the importance of the Internet as a medium for both experiencing and presenting creative work. While students can browse online resources, the Internet also offers them a platform to showcase their own work, such as essays, poetry, or stories. Many public schools, for instance, use the web to publish student projects, allowing students to be not only consumers of content but also creators.

Next, Teacher 2 found the other challenges, it was she still not unfamiliar with the new curriculum as found below;

"And finally, I still not fully familiar with the Emancipated Curriculum."

(Interview with Teacher 2, 6th of February 2024)

Ellen & Sudimantara (2023) highlight that teachers are still not entirely familiar with the Emancipated Curriculum, largely due to inconsistent dissemination of information. This lack of comprehensive socialization has led to varying levels of understanding among teachers. In conclusion, the main challenges teachers face in implementing the Emancipated Curriculum in writing instruction include students' lack of confidence, insufficient teaching media, inadequate school facilities, and teachers' unfamiliarity with the curriculum.

The study addresses two key research questions. The first is about the strategies teachers employ when teaching writing within the framework of the Emancipated Curriculum. The second focuses on the challenges faced by teachers in this context. For effective teaching and learning, especially in writing, teachers need to carefully select and apply appropriate strategies. Writing is not only essential for language development, but also fosters critical thinking and promotes overall learning (Nasser, 2016). It is vital for both students and teachers as it supports teaching practices and fulfills academic objectives.

Moreover, Brown (2007) defines strategies as the specific methods used to approach a task, aimed at achieving particular outcomes through planned designs for managing information. Teachers 1 and 2 at MTsN 1 and 2 Bolaang Mongondow Timur applied various strategies in teaching writing. Their approaches are documented in the observation and interview data, which are summarized in the table below. These strategies reflect the dynamic adaptations made by teachers to meet the needs of their students and align with the Emancipated Curriculum. As a result, the strategies serve to enhance both learning outcomes and engagement in the classroom.

The following table (Table 4.12) presents the strategies employed by teachers in teaching writing, as gathered through classroom observations and interviews. The strategies are aligned with the implementation of the Emancipated Curriculum and highlight various approaches used by teachers to enhance students' writing skills. The data reflects how teachers adapt their methods to meet

the specific needs of their students, providing insight into their pedagogical practices and the challenges they encounter during the learning process.

Table 4. 12

Teachers' Strategies by Observation and Interview

No	Observation	Total	Interview	Total
1	Scramble word games	Once	Games	Twice
2	Writing race games	Once	Modeling and scaffolding writing	Once
3	Modeling and scaffolding writing	Once	Journaling	Once
4	Journaling	Once	Constructive feedback	Twice
5	Constructive feedback	Twice		

Observations indicate that constructive feedback is among the preferred strategies for enhancing students' writing abilities. This approach proves beneficial, particularly within the Emancipated Curriculum, which encourages active student participation in the learning process. Students must receive clear explanations of their writing errors and learn to revise their work independently. Graham (1987) highlights that providing effective responses to ESL writing shares similarities with feedback on native English writing but has crucial differences, including cultural considerations and the need for additional language support. Written feedback should remain concise, positive, and focused on correcting mistakes without excessively emphasizing grammar.

Interviews further reveal that games, particularly scramble word games and writing race games, are popular teaching strategies among educators. Research by Susanto (2017) supports this, showing that students enjoy writing classes that incorporate word games. Teachers utilize these games to teach writing concepts related to occupations, employing visual aids to facilitate understanding of nouns and adjectives within sentences. By integrating pictures, students find the writing process enjoyable and engaging, allowing them to express their ideas effectively in well-structured paragraphs. Word games not only motivate students but also help teachers create a dynamic classroom atmosphere, making it easier to achieve lesson objectives.

In addition to these strategies, modeling and scaffolding writing, as well as journaling, play a crucial role in writing instruction. Cole & Feng (2015) describe scaffolding as a structured process where teachers model steps for students and then allow them to practice independently. This gradual release approach ensures that students can advance in their writing skills under teacher guidance. Lee (in Cole & Feng, 2015) notes that interactive journals significantly benefit English language learners by motivating them to write more extensively and with greater depth. The regular practice offered by journals facilitates personalized instruction,

enabling teachers to provide tailored support based on individual student needs.

Overall, it is evident that the strategies employed by teachers in writing instruction are vital for student success. By utilizing a combination of techniques, such as scramble word games, writing race games, modeling and scaffolding writing, journaling, and constructive feedback, educators can significantly enhance students' writing skills. These methods promote active participation, making the learning process faster, easier, and more enjoyable. Consequently, these strategies effectively support students' writing development within the Emancipated Curriculum. Future researchers are encouraged to explore these or even more innovative strategies to compare their effectiveness in teaching writing under the Emancipated Curriculum framework. This exploration could further enrich the understanding of effective teaching methodologies and contribute to the overall improvement of writing instruction.

Conclusion and Suggestion

The strategies employed by English teachers at MTsN 1 and 2 to teach writing in the Emancipated Curriculum include scramble word games, writing race games, modeling and scaffolding, journaling, and constructive feedback. These writing games are used to teach specific material, such as vocabulary, while modeling and scaffolding, journaling, and constructive feedback are implemented to enhance students' writing skills. These strategies are seen as effective tools for improving student writing.

The research found that many students became more enthusiastic about learning English writing due to these engaging teaching strategies, which made the learning process more enjoyable and interactive. Students displayed increased cooperation and innovation, whether working individually or in groups. In the context of the Emancipated Curriculum, the teacher's role is more of a facilitator, guiding students to become more active participants in their learning.

However, the transition to the Emancipated Curriculum presented challenges for both teachers and students, as they adapted from the previous curriculum. Despite these challenges, the teaching strategies employed by the seventh-grade teachers at MTsN 1 and 2 Bolaang Mongondow Timur were largely effective and could serve as a model for other educators.

Based on the findings, it is recommended that teachers align their strategies with the proficiency levels and characteristics of their students. Providing materials that encourage active participation through varied strategies is crucial for successful curriculum implementation.

The implementation of the Emancipated Curriculum has positively influenced students' writing achievement. With the introduction of scramble word games and writing race games, students became more motivated and engaged in writing activities. As a result, they demonstrated improved performance in tasks and formative assessments, and their

overall writing competence showed noticeable improvement.

References

Amalia, H., Abdullah, F., & Fatimah, A. S. (2021). Teaching writing to junior high school students: A focus on challenges and solutions. *Journal of Language and Linguistic Studies*, 17(S2), 794-810.

Amanda, M. T., Mirza, A. A., & Qamariah, Z. (2023). A History Of Merdeka Curriculum For English Education In Indonesia. *Jurnal Ilmu Pendidikan Nasional (JIPNAS)*, 1(2), 59-67.

Annafiah, A. U. N. (2023). *The implementation of the Merdeka Curriculum in English lesson at MAN 2 Ponorogo* (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).

Annisa, A., Fara, N. A., & Dede, I. S. (2022). Pengembangan Kompetensi Guru Dalam Menyongsong Kurikulum Merdeka Belajar. *Jurnal Riset Sosial Humaniora, Dan Pendidikan*, 1(2), 42–50.

Apriatni, S., Novaliyosi, N., Nindiasari, H., & Sukirwan, S. (2023). Analisis Kesiapan Madrasah dalam Mengimplementasikan Kurikulum Merdeka (Studi di MAN 2 Kota Serang). *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, 6(1), 435-446.

Anwar, R. N. (2022). Persepsi Guru PAUD Terhadap Pembelajaran Paradigma Baru Melalui Kurikulum Merdeka. *Azzahra: Jurnal Pendidikan Anak Usia Dini*, 3(2), 98-109

Ayuningtyas, A., & Ratih, K. (2023). *Strategies Used by The Teacher in Teaching Speaking In Merdeka Curriculum At SMP N 13 Surakarta* (Doctoral dissertation, Universitas Muhammadiyah Surakarta).

Baro'ah, S. (2020). Kebijakan Merdeka Belajar Sebagai Peningkatan Mutu Pendidikan. *Jurnal Tawadhu*, 4(1), 1063–1073.

Bhattacherjee, A. (2012). *Social Science Research: Principles, Methods, and Practices.* University of South Florida.

Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd ed.). New York: Longman

Caswell, R. (2004). *Strategies For Teaching Writing*. ASCD.

Cole, J., & Feng, J. (2015). Effective Strategies for Improving Writing Skills of Elementary English Language Learners. *Online Submission.*

Dewi, N. P., Sintadewi, M. D., & Suryantini, M. D. (2023). Urgency of Teaching English to Young Learners in Kurikulum Merdeka Belajar. *Riwayat: Educational Journal of History and Humanities*, 6(1), 110–117.

Dirwan, M. I., Bani, F. L., & Yuniarti, P. A. (2023). Problematika Kesiapan Guru Bahasa Inggris dalam Penerapan Kurikulum Merdeka di SMAN 9 Makassar. *Jurnal Kualita Pendidikan*, 4(2), 106-110.

Ellen, K. K., & Sudimantara, L. B. (2023). Examining Emancipated Curriculum

Development in Middle Schools: A Case Study. *PANYONARA: Journal of English Education*, 5(2), 165-188.

Elmahida, H., Nia, D. P., & Komariyah, T. (2021). Exploring Teachers' Strategies In Teaching Writing For Young Learners. *Erudita: Journal of English Language Teaching*, 1(1), 65-75.

Faiz, A., & Faridah. (2022). Program Guru Penggerak Sebagai Sumber Belajar. *Konstruktivisme: Jurnal Pendidikan Dan Pembelajaran*, 14(1), 82–88.

Fauzi, A. (2022). Implementasi Kurikulum Merdeka Di Sekolah Penggerak. *Pahlawan: Jurnal Pendidikan Sosial-Budaya*, 18(2), 18–22.

Ferdaus, S. A., & Novita, D. (2023). The Implementation of The Merdeka Curriculum in English Subject at A Vocational High School in Indonesia. *Brilliant: Jurnal Riset dan Konseptual*, 8(2), 297-310.

Febriansyah, Y., Tasnim, Z., & Wahjuningsih, E. (2023). Classroom Technique Used in Teaching English Based on The Merdeka Curriculum. *EFL Education Journal*, [S.l.], v. 10, n. 1, p. 1-16.

Hidayati, K. H. (2018). Teaching writing to EFL learners: An investigation of challenges confronted by Indonesian teachers. *LANGKAWI: Journal of the Association for Arabic and English*, 4(1), 21-31.

Hyland, K. (2015). *Teaching and researching writing*. Routledge.

Kasnowo, K., & Hidayat, M. S. (2022). Penguatan Kompetensi SDM Guru melalui Kurikulum Merdeka di SDN Jatirejoyoso. Jurnal Pengabdian Pada Masyarakat Indonesia, 1(3), 33-38.

Liando, N. V. F., & Martha, S. (2021). Digital Media and Students' Writing Ability. *Journal of Educational Method and Technology*, 2(3).

Maimunah, M. (2018). *The Implementation of Quick on The Draw Strategy To Improve Student's Ability in Writing Recount Text at MAS Al-Jam'iyatul Washliyah Medan* (Doctoral dissertation, Universitas Islam Negeri Sumatera Utara).

Muslim, MA & S. Sumarni (2023) A review on the design and characteristics of English language learning and teaching in a standard-based curriculum: Kurikulum Merdeka. *English Language and Literature International Conference (ELLiC) Proceedings*, v6, 504-515.

Natalia, DE, A Asib, D Kristina (2018) The Application of Authentic Assessment for Students Writing Skill. *Journal of Education and Human Development*, 7(2), 49-53.

Nasser, A. N. A. (2016). Teaching the Writing Skill to Yemeni EFL Learners: The Importance and Challenge. *South-Asian Journal of Multidisciplinary Studies (SAJMS)*, 3, 191-203.

Novtian, F., & Yavani, Z. (2023). English Teachers' Challenges in Applying Learning Model of the Implementation of Merdeka Belajar Curriculum. *Journal of Interdisciplinary Research Practice*, 1(1), 56-65.

Praktino, Y., E. Hermawan, A.L. Arifin (2022) Human resource 'Kurikulum Merdeka' from design to implementation in the school: What worked and what not in Indonesian education. *Jurnal Iqra': Kajian Ilmu Pendidikan*, *7*(1), 326–343. https://doi.org/10.25217/ji.v7i1.1708

Purnawanto, A. T. (2022). Perencanaan Pembelajaran Bermakna Dan Asesmen Kurikulum Merdeka. *Jurnal Pedagogy*, 15(1), 75-94.

Rahimah, R. (2022). Peningkatan Kemampuan Guru SMP Negeri 10 Kota Tebingtinggi Dalam Menyusun Modul Ajar Kurikulum Merdeka Melalui Kegiatan Pendampingan Tahun Ajaran 2021/2022. *ANSIRU PAI: Pengembangan Profesi Guru Pendidikan Agama Islam*, 6(1), 92-106.

Rizaldi, D. E. & Fatimah, Z. (2022). Merdeka Curriculum: Characteristics and Potential in Education Recovery after the COVID-19 Pandemic. *International Journal of Curriculum and Instruction* 15(1).

Sartika, R. (2017). Implementing Word Wall Strategy in Teaching Writing Descriptive Text For Junior High School Students. *Journal of English and Education*, 5(2), 179-186.

Singhal, M. (1997). The Internet and foreign language education: Benefits and challenges. *The internet TESL journal*, 3(6), 107.

Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, CV.

Susanto, D. A. (2017). *Teachers'perceptions Towards Teaching Writing Using Word Games; The Case Study of Junior High Schools In Semarang*, Central Java, Indonesia.

Tricahyati, S. & M. Zaim (2023) English Teachers' Readiness in Implementation of 'Merdeka Belajar' Curriculum in Teaching English at Junior High School in Padang. *Journal of English Language Teaching*, 12(1), 97-105.

Zidan, M. R., & Qamariah, Z. (2023). A Literature study on the implementation of Merdeka Curriculum. *Jurnal Riset Rumpun Ilmu Bahasa*, 2(2), 153-167.

Widiyawati, Y., Nurwahidah, I., & DS. Sari (2019) Pengembangan instrumen integrated science test tipe pilihan ganda beralasan untuk mengukur HOTS peserta didik. *Saintifika*, [S.l.], v. 21, n. 2, p. 1-14, july 2019. ISSN 2502-2768.