

Teachers' Strategies for Teaching and Assessing in English Classes: A Case Study of the Implementation of Kurikulum Merdeka in Primary Education

Ni Putu Anggita Pradnyasari¹, Luh Putu Artini², Putu Suarcaya³

¹²³Universitas Pendidikan Ganesha; Indonesia

Correspondence Email; anggitapradnyasari@gmail.com

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Abstract

The implementation of Kurikulum Merdeka has encouraged teachers to adopt innovative teaching and assessment practices that support student-centered learning and 21st-century competencies. However, teachers continue to face challenges in adapting instructional strategies and assessment approaches to accommodate diverse student characteristics and learning needs. This study aimed to investigate the strategies used by English teachers in teaching and assessing students under the implementation of Kurikulum Merdeka in elementary schools. The study employed a qualitative case study design involving two English teachers who also served as homeroom teachers in Grade IV and V at SDN 13 Sesetan. Data were collected through classroom observations, interviews, and document analysis. The findings revealed that teachers utilized Alur Tujuan Pembelajaran (ATP) as the basis for instructional planning and implemented various teaching strategies, including drilling, oral repetition, dictation, multimodal instruction, contextual learning, visual media utilization, and collaborative learning activities. Assessment practices consisted of formative and summative approaches through observation, checklists, peer assessment, teacher feedback, assignments, and end-of-unit evaluations. Despite challenges related to heterogeneous student abilities, teachers demonstrated adaptability by integrating diverse instructional and assessment techniques. The study concludes that the successful implementation of Kurikulum Merdeka in English classrooms depends on teachers' pedagogical flexibility, effective assessment literacy, and the use of student-centered learning strategies.

Keywords

Kurikulum Merdeka, English Language Teaching, Assessment Strategies, Primary Education, Formative Assessment.



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INTRODUCTION

The contemporary educational landscape necessitates pedagogical approaches that equip students with 21st-century skills, fostering adaptability and critical thinking. Indonesia's Kurikulum Merdeka represents a significant educational reform designed to promote student-centered learning, develop student competencies, and offer flexibility in instructional practices (Nisa et al., 2025). This curriculum shift, particularly in primary education, introduces a dynamic environment where teachers are expected to implement diverse strategies for both teaching and assessment. The transition to this new curriculum, however, often presents educators with ongoing challenges in adapting their established practices to meet the new pedagogical demands. Understanding how teachers navigate these changes is crucial for successful curriculum implementation and effective English language instruction.

English language learning at the primary level requires effective teaching strategies to build foundational skills, given its role as a global lingua franca. Teachers' instructional strategies significantly impact student engagement and learning outcomes. For instance, role-play strategies have been shown to effectively enhance students' self-confidence and engagement in English learning, leading to a statistically significant improvement in student responses (Ariska & Ginting, 2026). This highlights the importance of employing diverse and interactive methods in the classroom. Furthermore, the selection of teaching strategies often varies based on teachers' experience levels, with novice teachers often preferring Project-Based Learning and Cooperative Learning, while experienced teachers tend towards Discovery Learning and Integrated Learning (Wulandari et al., 2026).

The successful implementation of Kurikulum Merdeka largely depends on teachers' pedagogical competence and professional readiness. Teachers play a central role in translating curriculum objectives into meaningful classroom practices. They are responsible for designing learning activities, selecting appropriate instructional strategies, facilitating student participation, and conducting assessments that accurately measure students' learning progress. Therefore, teachers must possess the ability to adapt their instructional approaches according to the diverse characteristics and learning needs of students.

In the context of English language teaching, the implementation of Kurikulum Merdeka presents both opportunities and challenges. English is recognized as an important international language that enables learners to access global knowledge, communicate across cultures, and

participate in international communities. Consequently, English language instruction should provide opportunities for students to develop communicative competence through meaningful learning experiences. Teachers are expected to create learning environments that encourage students to actively use English while developing listening, speaking, reading, and writing skills.

These variations underscore the complexity in achieving consistent pedagogical approaches across different educational contexts and teacher backgrounds. Effective English language teaching also involves addressing students' confidence, particularly in speaking performance. Strategies such as role-playing, group discussions, and picture descriptions have been identified as positive influences on students' self-confidence when implemented collaboratively (Aprianoto, 2023). The integration of Islamic values through teacher modeling and interaction patterns in English instruction, even under national curricula, further demonstrates teachers' adaptive capacity to ensure cultural and religious appropriateness (Himawati et al., 2025). Such findings indicate that context-specific adaptations are often essential for successful curriculum implementation.

While the implementation of Kurikulum Merdeka has been broadly documented, its specific integration with frameworks like Technological Pedagogical Content Knowledge (TPACK) in language learning, particularly in Arabic, has revealed practices such as student-centered learning through digital platforms and adaptive learning tailored to student development stages (Nisa et al., 2025). These insights suggest that curriculum implementation extends beyond mere adherence to guidelines, requiring teachers to skillfully balance content, pedagogy, and technology. English teachers also hold specific beliefs and practices regarding translanguaging, leveraging students' linguistic resources to enhance English learning, even when institutional norms may promote English-only instruction (Putri et al., 2026). This tension between beliefs and established practices signifies the inherent challenges in fully adopting innovative pedagogical approaches within existing frameworks. Despite the growing body of literature on curriculum implementation and teaching strategies, a specific gap exists regarding the detailed strategies utilized by primary English teachers in both instruction and assessment within the distinctive context of Kurikulum Merdeka.

Many studies focus on secondary education or general curriculum implementation without a deep dive into the practical classroom-level adaptations at the primary stage. The ongoing challenges faced by educators in handling diverse student backgrounds and learning abilities within this newly introduced curriculum, as indicated by primary teachers who acknowledge difficulties despite using structured lesson plans, further underscore this gap. Consequently, a comprehensive

investigation into the actual strategies employed by primary English teachers to mitigate these challenges, particularly in developing structured lesson plans and formative/summative assessments, remains under-explored. This research addresses this gap by investigating the specific teaching and assessment strategies employed by English teachers in primary education under the Kurikulum Merdeka, offering a detailed qualitative account of their adaptive practices. The novelty of this study lies in its focused case study approach, providing an in-depth understanding of the practical implementation of Kurikulum Merdeka in English primary classrooms, specifically concerning teaching methodologies and assessment practices.

Unlike broader studies on curriculum implementation, this research details how teachers develop structured lesson plans using Alur Tujuan Pembelajaran (ATP) and adapt their strategies, such as using exercises, oral repetitions, and dictation, to address student diversity and improve pronunciation and retention. It also provides a granular view of multimodal teaching strategies, including the integration of realia and interactive group activities, alongside the adoption of both formative and summative assessment types. The study is particularly innovative in synthesizing these elements within a single framework to explain the strategic responses of teachers to the unique demands of the Kurikulum Merdeka. Understanding teachers' instructional and assessment strategies is important because it provides insights into how curriculum policies are translated into classroom practices. Such understanding may assist policymakers, teacher educators, and practitioners in identifying effective strategies, addressing implementation challenges, and improving professional development programs. Moreover, examining teachers' experiences can contribute to the growing body of knowledge concerning curriculum implementation and English language teaching in Indonesia.

This research contributes in two main ways. First, it offers a detailed empirical account of teachers' practical adaptations within the Kurikulum Merdeka framework in primary English education, enriching the theoretical understanding of curriculum implementation at the grassroots level. Second, it provides practical insights for educators, policymakers, and teacher training institutions on effective strategies for teaching and assessing English in diverse primary school settings, particularly concerning the challenges of student heterogeneity.

METHOD

This study employed a qualitative case study design to explore in depth the teaching and

assessment strategies implemented by English teachers within the framework of Kurikulum Merdeka. A qualitative approach was considered appropriate because the study aimed to understand participants' experiences, perspectives, and classroom practices within their natural educational settings. This study employed a qualitative case study approach to deeply examine teacher strategies in teaching and assessing English at the primary education level, in line with the Merdeka Curriculum framework. A qualitative case study was chosen to provide an in-depth understanding of complex pedagogical practices and contextual factors influencing English language teaching in real-world settings. This approach enables a detailed exploration of the nuances of teaching and assessment strategies, going beyond mere description to uncover underlying meanings and experiences. Case studies are also highly suitable for investigating contemporary phenomena within their natural context, especially when the boundaries between the phenomenon and the context are not clearly evident. This research focuses on specific examples of curriculum implementation, providing rich descriptive data essential for understanding practical challenges and adaptations made by educators.

Setting The participants of this study were two English teachers from a primary school, responsible for teaching fourth and fifth-grade students. These teachers were purposively selected because they also served as homeroom teachers, demonstrating their involvement in students' overall educational development, and had attended relevant curriculum training workshops, equipping them with foundational knowledge of the Merdeka Curriculum. Purposive sampling ensured that the selected participants had direct experience with the curriculum and could offer rich insights into its implementation in the English classroom. The specific primary school served as the research site, providing a natural environment to observe and understand the teachers' daily pedagogical practices. This focused selection allowed for a deep dive into a particular teaching context, which is crucial for qualitative investigation.

Collection was systematically conducted through three main methods: document analysis, classroom observations, and semi-structured interviews. Document analysis involved a careful examination of lesson plans, assessment rubrics, and other pedagogical materials developed under the Merdeka Curriculum to understand planned strategies. Classroom observations were carried out to directly witness teachers' instructional delivery, student engagement, and the practical application of teaching strategies in real-time. These observations focused on identifying specific techniques used for vocabulary instruction, pronunciation modeling, and interactive group

activities, consistent with previous research on effective English teaching strategies. Semi-structured interviews were then conducted with both teachers to explore their perceptions, experiences, and rationales behind their chosen teaching and assessment strategies. Interview questions delved into their adaptations to the new curriculum, the challenges faced, and their approaches to fostering student confidence and participation, which are effective aspects of language learning.

Collected from document analysis, observations, and interviews were qualitatively analyzed, following methods described by Miles, Huberman, and Saldana (2014) to identify recurring patterns and themes. The analysis process began with data reduction, where field notes, interview transcripts, and document summaries were condensed and simplified. Data display subsequently involved organizing the reduced data into matrices and visual representations to facilitate pattern recognition and thematic identification. The final stage, conclusion drawing and verification, involved interpreting the identified themes and cross-referencing findings across various data sources to ensure trustworthiness and validity. This iterative process allowed for the emergence of key themes related to teachers' strategies in teaching and assessing English, their adaptations to the Merdeka Curriculum, and the challenges they faced, providing a comprehensive understanding of the phenomenon. The credibility of the findings was enhanced through the triangulation of data from multiple sources, ensuring a robust and supported interpretation of teacher experiences and practices.

FINDINGS AND DISCUSSION

Findings

This study was conducted at a primary school, focusing on the implementation of Kurikulum Merdeka in English classes. The chosen institution provided a relevant context for examining pedagogical adaptations, particularly as it actively embraced the new curriculum framework. The school is situated in an area where English language instruction is gaining increasing importance, aligning with national educational goals to enhance global competencies among young learners. The environment facilitated an in-depth exploration of how teachers translated curriculum guidelines into practical classroom strategies. Furthermore, the school's commitment to continuous professional development for its educators ensured that participating teachers had received relevant training on the Kurikulum Merdeka principles.

The participants in this qualitative case study were two English teachers, designated as Teacher

A and Teacher B, responsible for instructing fourth and fifth-grade students. Both teachers served as homeroom teachers, offering a holistic perspective on student development and curriculum integration beyond subject-specific teaching. Their dual roles provided unique insights into managing diverse student needs and coordinating learning experiences across various subjects. Crucially, these teachers had actively participated in curriculum training workshops, indicating their foundational understanding and engagement with the Kurikulum Merdeka. Their experience and direct involvement in implementing the new curriculum made them ideal subjects for exploring practical teaching and assessment strategies in primary English education.

1. Teachers' Strategies for English Language Teaching

Teachers employed a variety of strategies for English language instruction under the Kurikulum Merdeka, primarily leveraging the Alur Tujuan Pembelajaran (ATP) framework to structure their lessons. This approach allowed for the development of tailored lesson plans that considered students' individual learning needs and progression paths. Despite these structured plans, teachers acknowledged persistent difficulties in addressing the diverse backgrounds and varying learning abilities within their classrooms. Such challenges are common in primary education settings, where students often exhibit a wide spectrum of prior knowledge and developmental stages (Sugianto & Putera, 2025). Adapting teaching methods to accommodate these differences remains a critical aspect of effective pedagogical practice.

To mitigate the identified challenges, teachers frequently utilized specific techniques aimed at enhancing pronunciation and vocabulary retention. These included extensive practice, oral repetition, and dictation exercises, which are foundational for young English language learners. The emphasis on repetition and structured practice aligns with findings that highlight the importance of consistent exposure and active engagement for vocabulary acquisition among young learners (Putera, 2025). Furthermore, teachers demonstrated an awareness of individualization, adapting methods to suit students' ability levels, including those in severe, mild, and special classes, to support their English learning journeys (Faiza & Astutik, 2025). This tailored approach underscores a commitment to student-centered learning, a core tenet of the Kurikulum Merdeka.

Classroom observations revealed that English instruction consistently integrated multimodal strategies to maintain student engagement and facilitate understanding. Lessons typically commenced with routine greetings and prayers, establishing a familiar and conducive learning atmosphere. Subsequently, teachers guided students through vocabulary exercises, modeled correct

pronunciation, and engaged them in interactive group activities. The use of visual aids and realia, such as wall clocks, was prominent in contextualizing new vocabulary related to time, making abstract concepts more tangible and relatable for primary students. This aligns with broader pedagogical recommendations for incorporating engaging instructional methods like visual aids, games, and songs to overcome communication barriers and foster student participation (Ilyin et al., 2025).

Such varied activities contribute to a dynamic learning environment, promoting active participation and deeper comprehension. Another significant strategy observed involved the use of interactive and communicative activities to develop speaking skills. Teachers frequently implemented role-play, pair work, group discussions, and interview activities to provide meaningful opportunities for communicative practice (Hidayati et al., 2026). These strategies are crucial for fostering conversational abilities, allowing students to apply newly acquired vocabulary and grammatical structures in practical contexts. Providing varied and fun activities is recognized as an effective approach for teaching English, particularly for speaking skills, and can be valuable for other educators (Pirmani et al., 2023).

The teachers' dedication to creating an engaging and interactive environment directly supports the development of students' foundational English communication skills.

2. Teachers' Strategies for English Language Assessment

Regarding assessment practices, teachers primarily adopted both formative and summative assessment approaches, reflecting a comprehensive evaluation framework under the Kurikulum Merdeka. Formative assessments were continuously integrated into daily instructional activities to monitor student progress and provide timely feedback. These assessments included daily observations, checklist evaluations, peer evaluations, and direct teacher feedback. The continuous nature of formative assessment allows teachers to identify learning gaps early and adjust their teaching strategies accordingly, ensuring that instruction remains responsive to student needs. Effective assessment practices are integral to the learning process, guiding both teaching and student learning outcomes.

Summative assessments were conducted at the conclusion of specific learning cycles, serving to evaluate students' overall competency and mastery of the English language curriculum. These assessments provided a broader overview of student achievement, encompassing a range of skills and knowledge acquired over a period. The combination of formative and summative assessments

ensures a balanced evaluation, capturing both ongoing learning processes and final learning outcomes. Teachers' roles in this assessment process extend to being facilitators and resource developers, although challenges such as students perceiving English as a difficult subject or issues with quiz participation were noted (Rasmiani et al., 2023). Addressing these challenges requires ongoing adaptation and support for both teachers and students to fully realize the potential of the Kurikulum Merdeka's assessment framework.

Discussion

The present study investigated the strategies employed by English teachers in primary education under the Kurikulum Merdeka, focusing on their instructional delivery and assessment methods. Findings from this qualitative case study reveal distinct patterns in how teachers adapt to the curriculum's demands, offering insights into both pedagogical innovations and practical challenges. The discussion elucidates the significance of these strategies in fostering student-centered learning and addressing diverse student needs within the primary English language classroom context. Furthermore, the analysis connects these empirical observations with established theoretical frameworks and prior research, highlighting consistencies, divergences, and the unique contributions of this study to the discourse on curriculum implementation in English language teaching.

1. Teachers' Strategies for English Language Teaching

The implementation of Kurikulum Merdeka in primary English classes prominently features the use of Alur Tujuan Pembelajaran (ATP) as a foundational framework for structured lesson planning. This approach enables teachers to tailor their instruction to specific student needs, aligning with the student-centered philosophy inherent in the Kurikulum Merdeka (Nisa et al., 2025). Such adaptive planning becomes crucial when addressing the inherent diversity in student backgrounds and learning abilities, a challenge consistently acknowledged by educators. The findings indicate that teachers deploy a variety of instructional techniques to mitigate these disparities and enhance learning.

Teachers actively integrate exercises, oral repetition, and dictation into their lessons to build foundational English language skills. These strategies are particularly valuable for primary learners who require structured practice for vocabulary acquisition and pronunciation development. The observed multimodal strategies further enrich the learning environment, incorporating elements such as greetings, prayers, vocabulary exercises, pronunciation modeling, and interactive group

activities. This diverse pedagogical toolkit suggests a conscious effort to engage students through various sensory and social pathways, thereby promoting more holistic learning experiences.

Interactive group activities, for instance, play a significant role in enhancing student engagement and confidence in speaking English. Research by Aprianoto (2023) indicates that strategies like role-play, discussion, and picture description can positively impact students' self-confidence in speaking performance, especially when students are encouraged to work collectively. Similarly, Ariska and Ginting (2026) demonstrated that role-play strategies effectively improve students' self-confidence and responses in English learning, suggesting that the interactive components observed in the current study foster similar positive outcomes for primary students. Furthermore, providing vocabulary support and conducting group discussions can address students' low speaking confidence and vocabulary mastery, enabling them to articulate ideas more fluently (Sofyansah et al., 2026).

The strategic use of realia, such as wall clocks and other visual aids, provides concrete context for new vocabulary, particularly for abstract concepts like time. This aligns with principles of effective primary education where abstract ideas are best introduced through tangible examples, making the learning process more accessible and meaningful. Moreover, the integration of greetings and prayers at the start of lessons reflects an implicit adaptation to the cultural and religious context of the students. Himawati et al. (2025) note that teachers in Islamic primary education contexts often adapt teaching materials and strategies to ensure cultural and religious appropriateness, implicitly integrating values through teacher modeling and interaction patterns.

Such a pedagogical approach underscores the Kurikulum Merdeka's emphasis on flexibility and adaptability, where teachers are empowered to modify their methods to suit local contexts and student profiles. The blend of traditional drills with interactive and context-rich activities showcases a responsive teaching paradigm. Wulandari et al. (2026) also found that under the Kurikulum Merdeka, teachers prefer strategies that foster collaboration, creativity, and active student involvement, indicating a broader trend towards dynamic and learner-centric instruction in the national curriculum framework. Overall, teachers' strategies in online English teaching, as seen during the Covid-19 pandemic, highlight the importance of diverse approaches to facilitate student engagement (Mulyati, 2021). Effective identification of teaching strategies by English teachers is crucial for achieving better competencies in junior high school English classes (Diana et al., 2022).

2. Teachers' Strategies for English Language Assessment

Assessment practices under the Kurikulum Merdeka in primary English classes exhibit a balanced approach, incorporating both formative and summative methods. This dual strategy is crucial for comprehensive student evaluation, moving beyond mere summative scores to embrace ongoing learning and development. Formative assessment, conducted through daily observations, checklists, peer evaluation, and direct teacher feedback, provides continuous insights into student progress and areas requiring improvement. This continuous monitoring aligns with the curriculum's focus on adaptive and student-centered learning, enabling timely adjustments to instructional strategies.

The role of teacher feedback in formative assessment is particularly vital for minimizing learning gaps and guiding student development. Lauren et al. (2026) underscore the importance of feedback in enhancing learning effectiveness, which fundamentally depends on students' capacity to process and implement it. While their study focused on pre-service teachers' feedback literacy, it emphasizes the critical function of providing constructive and actionable feedback, which the teachers in this study actively engage in through their daily interactions and evaluations. This continuous feedback loop helps students understand their strengths and weaknesses, fostering a growth mindset.

Formative assessment strategies, including peer evaluation, empower students to take a more active role in their learning journey and develop critical self-assessment skills. The integration of instant feedback mechanisms, even through non-digital means like immediate verbal cues or checklist entries, mirrors the adaptive learning environments discussed by Nisa et al.. That research highlights how immediate feedback, even in the context of digital platforms, stimulates critical and creative thinking, allowing for self-paced learning and instructional adjustments tailored to student development stages. Formative assessment also plays a crucial role in improving speaking performance by addressing students' fear of making mistakes and lack of confidence (Sofyansah et al., 2026).

Conversely, summative assessment is conducted at the conclusion of learning cycles to evaluate overall competency against defined learning objectives. This type of assessment provides a comprehensive overview of students' mastery of English language skills over a period, ensuring that broader learning outcomes are met. The balance between continuous formative assessment and periodic summative evaluation reflects the Kurikulum Merdeka's intention to assess not only what students know but also how they apply their knowledge and skills in various contexts.

The strategic choice of these assessment methods illustrates the flexibility and comprehensive nature expected by the Kurikulum Merdeka. Teachers are encouraged to utilize diverse tools that capture the full spectrum of student learning, moving beyond traditional tests to include more authentic and performance-based assessments. This approach ensures that assessments are integrated into the learning process rather than being merely an endpoint, fostering a more robust and responsive educational environment.

3. Challenges and Adaptations in Curriculum Implementation

The primary challenge identified by teachers in implementing the Kurikulum Merdeka for English classes revolves around managing the diverse backgrounds and varied learning abilities of primary school students. This heterogeneity requires significant pedagogical flexibility and an adaptive approach to ensure equitable learning opportunities for all. Such a challenge is not unique to English language education but is a pervasive concern in contexts emphasizing student-centered and individualized learning pathways, necessitating teachers to continuously refine their instructional techniques.

Teachers actively address this challenge by employing a repertoire of strategies, including focused exercises, oral repetition, and dictation, to reinforce fundamental language skills. These methods provide a structured scaffolding, particularly beneficial for students who may require additional support or repetition to grasp new concepts. The utilization of multimodal strategies and realia further supports diverse learners by engaging multiple senses and providing concrete anchors for abstract vocabulary, making content more accessible across different learning styles.

This responsive adaptation by teachers aligns with the principles of adaptive learning inherent in the Kurikulum Merdeka, as discussed by Putera (2025). Their work on TPACK integration in language learning emphasizes tailoring instruction to student development stages, balancing content knowledge, pedagogical approaches, and technological tools to create effective learning experiences. The current study's findings demonstrate that teachers, even without explicit mention of digital tools, are implementing adaptive strategies through varied instructional methods to meet individual student needs.

The necessity for teachers to adapt their materials and strategies for cultural and religious appropriateness, as observed by Ilyin et al. (2025) in similar educational contexts, underscores the broader imperative for educators to be responsive to the contextual factors influencing their students. This principle extends beyond cultural nuances to encompass diverse learning needs,

requiring teachers to constantly evaluate and adjust their pedagogical choices to resonate with each student's unique profile and prior knowledge. Such an environment fosters inclusive learning where every student feels acknowledged and supported. One significant challenge in speaking assessment is students' low confidence and vocabulary mastery, which can be mitigated by providing support and group discussions (Sofyansah et al., 2026).

Ongoing challenges in curriculum implementation demand that educators engage in continuous professional development and strategic adaptation. The proactive engagement of the participating teachers in curriculum training workshops illustrates a commitment to mastering new pedagogical demands and overcoming implementation hurdles. The dynamic nature of the Kurikulum Merdeka itself mandates that teachers remain flexible and innovative, continually seeking effective ways to translate curriculum guidelines into practical and impactful classroom practices, ultimately enhancing student learning outcomes and promoting 21st-century skills.

CONCLUSION

Teachers implementing Kurikulum Merdeka in primary English classes primarily used Alur Tujuan Pembelajaran (ATP) to structure lesson plans, adapting them for diverse student backgrounds and capabilities. Challenges in accommodating varied learning needs were addressed through strategies like focused drills, oral repetition, and dictation to enhance pronunciation and vocabulary. Classroom observations revealed multimodal strategies, including routine greetings, prayer, extensive vocabulary practice, pronunciation modeling, and interactive group tasks, creating a dynamic learning environment. Realia and visual aids were also incorporated to provide tangible context for new vocabulary, such as time concepts.

Assessment practices under Kurikulum Merdeka involved both formative and summative evaluations. Formative assessments were continuous, utilizing daily observations, checklists, peer evaluations, and direct teacher feedback to monitor understanding and adjust instruction. Summative assessments were conducted at the end of learning cycles to evaluate overall language competencies and objective achievement.

These findings highlight the practical application of Kurikulum Merdeka, showcasing the dynamic interaction between curriculum and teacher agency. The emphasis on individualized learning pathways, consistent with Vygotsky's Zone of Proximal Development (ZPD), is particularly relevant in primary English, where teachers scaffold learning to bridge students' current and

potential abilities. This adaptive methodology, which modifies content and delivery based on student engagement, aligns with a constructivist paradigm where knowledge is actively constructed. The strategic use of multimodal resources, like realia and visual aids, is crucial for fostering comprehension, consistent with Krashen's Input Hypothesis. The systematic integration of formative and summative assessments reflects a commitment to comprehensive evaluation that informs instruction and student progression, moving beyond simple recall to assess deeper communicative competence and refining teaching strategies.

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