

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents the findings of the study based on in-depth interviews conducted with the participant. Since this research uses a narrative inquiry approach, the findings are presented in a descriptive and chronological narrative to reflect the participant's lived experiences in implementing the Merdeka Curriculum in teaching English. The findings focus on the participant's profile, teaching experiences, challenges encountered during the implementation of the Merdeka Curriculum, and the strategies used to overcome those challenges. Direct quotations from the participant are included to maintain the authenticity and credibility of the data.

1. Participant Profile

The participant in this study is an English teacher, Mrs. H, who has been teaching English since 1997. With more than twenty years of teaching experience, she has experienced several curriculum changes throughout her career, including the transition to the Merdeka Curriculum.

At the time of the study, she was still actively teaching and is expected to retire in approximately 2.5 years. This extensive teaching experience provides her with a deep understanding of students' learning characteristics and allows her to make comparisons between past and current curriculum practices.

The Merdeka Curriculum has been actively implemented in her school for approximately the last two years. During this period, she has participated in several training sessions related to the curriculum. However, she reported that the training provided was still limited and did not always address the practical challenges encountered during classroom implementation.

In addition to teaching, she is responsible for handling several classes, which contributes to her overall workload. These responsibilities provide important contextual information for understanding her experiences in implementing the Merdeka Curriculum.

2. Narrative Experience in Implementing the Merdeka Curriculum

Based on the interview, the participant described her experience in implementing the Merdeka Curriculum as a continuous process of adjustment. She emphasized that the shift from a teacher-centered approach to a student-centered approach has significantly changed classroom practices.

One of the most noticeable changes is the increased use of collaborative learning. In her teaching, students are frequently asked to work in groups rather than individually

.“Learning is mostly conducted in groups because individual learning is considered less effective.”

This shows that the teacher applies collaborative learning as one of the main strategies in implementing the Merdeka Curriculum. However, this also

indicates that group learning is used as a dominant approach, which may not always ensure equal participation among students.

This approach reflects the principle of the Merdeka Curriculum, which promotes student engagement and collaboration. However, the participant observed that the implementation of group work does not always function effectively in practice.

She explained that student participation in group activities tends to be unequal. Only a small number of students actively contribute, while others remain passive and depend on their peers.

“The students who stand out are usually those who are more capable and already understand the material.”

This finding shows that student participation in group activities was not always evenly distributed, as more capable students tended to be more active than others.

This condition indicates that collaborative learning may unintentionally create dependency among students who are less confident or have lower proficiency levels.

Furthermore, the participant compared students' learning behaviors under the previous curriculum and the current one. She stated that students in the past showed stronger effort in understanding the material independently.

“Previously, students really studied and even used dictionaries.”

This statement reflects the participant's perception that students in the previous curriculum demonstrated greater independence in learning English.

Students were more willing to read texts carefully, use dictionaries, and try to understand the content on their own. This reflects a higher level of learning responsibility.

In contrast, under the Merdeka Curriculum, students tend to rely heavily on mobile phones when completing tasks.

"When their phones are taken, they say they cannot complete the task."

This statement suggests that students have become highly dependent on mobile phones when completing learning tasks.

This reliance on technology reduces students' willingness to engage in the learning process. The participant also noted that students often complain when they are given longer texts.

"They say, 'Ma'am, this is very difficult, why is the text so long?'"

This response shows that students are not yet accustomed to dealing with longer and more complex English texts. It suggests that their reading habits are still limited to short and simple materials, which makes it difficult for them to process extended texts in the classroom. As a result, their reading comprehension skills may develop more slowly, since they are not regularly trained to analyze longer passages. This situation also indicates the need for gradual exposure to more challenging materials so that students can adapt to the expectations of the Merdeka Curriculum.

This suggests that students may lack the motivation and strategies required to process more complex learning materials. Overall, the participant's experience highlights not only changes in teaching practices but also shifts in students' learning attitudes and behaviors.

3. Challenges in Implementing the Merdeka Curriculum

The participant identified several challenges that arise during the implementation of the Merdeka Curriculum. These challenges are interconnected and involve students, teachers, and the learning environment.

One of the primary challenges is students' readiness for independent learning.

“The biggest challenge is students' readiness to accept this curriculum.”

The participant explained that many students were still adapting to the new learning system and often relied on direct guidance from the teacher.

Many students are not yet prepared to take responsibility for their own learning. When given a task, they tend to look for immediate answers instead of engaging in the learning process.

“When given a text, they immediately use their phones without reading it first.”

As a result, their understanding of the material becomes superficial.

“When asked, they do not know the meaning of the text.”

This finding suggests that students often experience difficulties in understanding English texts despite completing the assigned tasks.

Another challenge is students' dependence on technology. Although digital tools can support learning, excessive reliance on them limits students' ability to think critically and solve problems independently.

"Students find it difficult when they are not allowed to use digital tools."

This statement suggests that students have become highly dependent on digital tools during the learning process.

In addition, the participant highlighted differences in students' abilities as a challenge. Not all students can adapt to the new learning system at the same pace.

"Some have adapted, but others are still in the process."

This situation requires the teacher to continuously adjust teaching strategies to meet diverse student needs.

From the teacher's perspective, the implementation of the Merdeka Curriculum also increases workload.

"This curriculum significantly affects the workload because many things need to be adjusted."

This statement reflects the participant's perception that the Merdeka Curriculum increases teachers' workload due to the adjustments required in classroom practice.

Teachers are expected to design more flexible and creative learning activities while dealing with limited practical guidance.

“The training is still insufficient.”

This statement indicates that teachers still face challenges related to limited training and professional preparation for curriculum implementation.

The participant also mentioned that the available training programs are not sufficient to fully prepare teachers.

Moreover, contextual challenges such as limited facilities and poor internet connectivity further complicate the implementation process. These limitations hinder the effective use of technology, which is actually encouraged by the curriculum.

4. Strategies in Overcoming the Challenges

The participant narrated that implementing the Merdeka Curriculum in English language teaching has required her to continuously adapt to various classroom conditions and students' diverse learning needs. Throughout her experience, she explained that the challenges encountered in curriculum implementation cannot always be addressed through a single instructional approach. Instead, teachers are expected to develop flexible strategies that accommodate students' abilities, interests, and learning characteristics. Based on her experiences, the participant emphasized that overcoming these challenges is a gradual process that involves reflection, adjustment, and experimentation with different teaching practices.

One of the strategies frequently employed by the participant is adapting learning materials to align with students' English proficiency

levels. She explained that many students still encounter difficulties in understanding English texts, particularly when they are exposed to lengthy passages or unfamiliar vocabulary. Consequently, she attempts to modify instructional materials by simplifying the content and selecting texts that are more appropriate for students' current abilities. She shared:

"I provide shorter and easier texts according to their ability."

The participant explained that this strategy emerged from her observations of students' responses during classroom activities. She noticed that students often lost motivation when they were required to read texts that exceeded their level of understanding. As a result, she decided to adjust the materials to make them more accessible and manageable. Through this experience, she realized that reducing the complexity of learning materials enables students to participate more confidently in classroom activities. She perceived that students become more willing to engage in learning when they feel capable of understanding the material presented to them.

For the participant, adapting learning materials does not mean lowering educational standards; rather, it reflects an effort to provide learning experiences that are meaningful and achievable for students. She believes that students need opportunities to experience success in learning English before gradually progressing to more complex tasks. In her view, providing materials that correspond to students' abilities helps minimize anxiety and supports the development of students' confidence in using English. This strategy also allows students to build their reading

comprehension skills progressively without feeling overwhelmed by excessive demands.

Another strategy described by the participant is the implementation of peer teaching during classroom activities. According to her, students often feel more comfortable asking questions and discussing learning difficulties with their classmates than directly communicating with the teacher. Therefore, she encourages collaborative learning practices in which students who understand the lesson assist those who encounter difficulties. She explained:

“Those who do not understand can ask their friends who already understand.”

The participant reflected that peer teaching has become an important component of her instructional practice because it promotes interaction and mutual support among students. She observed that students tend to be more active when they are given opportunities to communicate and solve problems together. Through this strategy, students who possess stronger English abilities can share their understanding with peers who require additional assistance. At the same time, students who provide explanations can reinforce their own knowledge through the process of helping others.

Based on her experience, peer teaching contributes to the creation of a more supportive and collaborative classroom atmosphere. The participant believed that learning does not solely occur through teacher-centered instruction but can also develop through interactions among students. She

further explained that this strategy is particularly useful in classes where students demonstrate varied levels of English proficiency. By allowing students to learn from one another, she seeks to reduce students' hesitation in participating and to encourage a sense of shared responsibility for learning.

In addition to adapting learning materials and implementing peer teaching, the participant also highlighted the importance of utilizing familiar content to increase students' motivation and engagement. She explained that students are often more interested in learning activities when they already possess background knowledge related to the topic being discussed. Therefore, she deliberately selects stories and materials that students are already familiar with. She stated:

"I give them stories they already know, such as Cinderella."

The participant narrated that using familiar stories allows students to concentrate more on language learning because they already understand the general plot and context of the story. Rather than struggling to comprehend unfamiliar content, students can devote their attention to vocabulary, sentence structures, and language expressions. She observed that students become more enthusiastic when they recognize the topic being discussed because they feel more comfortable participating in classroom activities.

For the participant, selecting familiar learning materials serves as an effective way to bridge students' existing knowledge with new language

concepts. She perceived that students tend to demonstrate greater confidence in expressing their ideas when they are able to connect learning materials with prior experiences. Through this strategy, she attempts to create a learning environment that is less intimidating and more engaging for students who may still experience difficulties in English learning.

Furthermore, the participant explained that she adopts flexible teaching methods to maintain students' participation and attention throughout the learning process. According to her, relying exclusively on teacher explanations often leads students to become passive and less motivated. Consequently, she combines different instructional techniques, including explanation, practice activities, and collaborative group work. She shared:

“It is not only explained, but also practiced and done in groups.”

The participant described teaching as a dynamic process that requires teachers to continuously adjust their instructional approaches according to classroom situations. She explained that combining several learning activities enables students to experience English learning in different ways. While explanations provide students with conceptual understanding, practical activities allow them to apply their knowledge, and group discussions create opportunities for communication and collaboration.

Based on her experiences, she found that students are generally more engaged when they actively participate in learning activities rather than

simply listening to explanations. She observed that practical tasks and group activities encourage students to use English more frequently and help create a more interactive classroom atmosphere. In her perspective, integrating various teaching strategies is essential for addressing the diverse learning preferences and abilities found within the classroom.

Another important aspect emphasized by the participant concerns the application of differentiated instruction. She acknowledged that students possess different levels of language proficiency, learning speeds, and educational backgrounds. Therefore, she attempts to adjust the difficulty level of tasks according to students' capabilities. She explained that not all students can achieve learning objectives at the same pace, and teachers need to recognize these differences when designing classroom activities.

The participant reflected that providing tasks that are too difficult may discourage students and reduce their motivation to learn. Conversely, offering learning activities that correspond to students' abilities can enhance participation and create more positive learning experiences. Through this practice, she attempts to ensure that all students have opportunities to participate meaningfully in classroom learning regardless of their individual differences.

Finally, the participant emphasized that her teaching experience has played a significant role in helping her overcome the challenges associated with implementing the Merdeka Curriculum. She explained:

“What helps the most is my teaching experience and adjusting to students’ abilities.”

Reflecting upon her professional journey, the participant explained that years of teaching experience have enabled her to develop a better understanding of students’ characteristics, classroom dynamics, and effective instructional practices. She perceived that experience provides teachers with practical knowledge that cannot always be obtained through formal training programs. Through continuous interaction with students and repeated exposure to different classroom situations, she has learned to identify challenges more effectively and adapt her teaching strategies accordingly.

The participant further explained that implementing the Merdeka Curriculum requires teachers to be flexible, reflective, and responsive to students’ needs. She acknowledged that curriculum changes may create uncertainties and additional responsibilities for teachers; however, she considers these experiences as opportunities for professional growth and development. Through years of practice, she has become more confident in making instructional adjustments and selecting strategies that align with students’ learning needs.

Overall, the participant’s narratives illustrate that overcoming the challenges of implementing the Merdeka Curriculum involves an ongoing process of adaptation, reflection, and professional learning. Her experiences demonstrate that strategies such as adapting learning materials, utilizing

peer teaching, selecting familiar content, employing flexible instructional methods, and drawing upon teaching experience are essential in responding to classroom realities. These narratives reveal how teachers construct meaning from their experiences and continuously negotiate their professional practices within the context of educational reform, particularly in the implementation of the Merdeka Curriculum in English language teaching.

B. Discussion

This section discusses the findings presented in the previous section. The discussion aims to interpret the results of the study and relate them to relevant theories and previous research. By comparing the findings with existing literature, the researcher seeks to provide deeper explanations regarding the challenges and strategies in implementing the Merdeka Curriculum in teaching English.

1. Teacher's Challenges in Implementing the Merdeka Curriculum

The findings of this study reveal that the participant experienced several interconnected challenges in implementing the Merdeka Curriculum in teaching English. These challenges are closely related to students' readiness for independent learning, changing learning behaviors, and the teacher's efforts to adapt instructional practices to diverse classroom situations. Through the participant's narratives, this study illustrates how curriculum implementation is experienced in an authentic educational

setting and how an English teacher interprets and gives meaning to the realities encountered in daily teaching practices. The participant's experiences provide valuable insights into the complexities of translating curriculum policies into classroom implementation, particularly within the context of English language teaching.

One of the most prominent challenges reflected in the participant's narratives concerns students' readiness to engage in independent learning. The participant explained that many students are still accustomed to receiving direct explanations from teachers and often expect clear instructions before beginning learning activities. Although the Merdeka Curriculum emphasizes learner autonomy, responsibility, and active participation, the participant observed that students frequently rely on teachers' guidance throughout the learning process. According to the participant, students often encounter difficulties when they are expected to learn independently, make decisions regarding their own learning, or complete tasks without substantial assistance from the teacher.

The participant's experiences suggest that the transition from a teacher-centered learning approach to a more student-centered and independent learning environment is not always straightforward. Through years of classroom experience, the participant realized that students require continuous support, encouragement, and structured guidance before they are able to develop independent learning habits. The participant perceived that learner autonomy cannot be achieved instantly because students need

sufficient opportunities to adapt to new learning expectations and instructional practices. This finding resonates with the principles of the Merdeka Curriculum, which promote student-centered learning while also recognizing the importance of teachers' roles in facilitating students' learning journeys.

These experiences can be understood in relation to the concept of learner autonomy proposed by Widodo and Wahyudin (2021), who argue that independent learning requires students to actively participate in constructing knowledge and managing their own learning process. However, the participant's narratives demonstrate that students may face challenges in adapting to this learning model, particularly when they have been exposed to teacher-centered instructional practices for an extended period. Similarly, Wulandari (2022) explains that students often require gradual adaptation before they can successfully engage in independent learning environments. In this regard, the participant emphasized that teachers continue to play an essential role in supporting students through scaffolding, motivation, and instructional guidance.

Another challenge highlighted by the participant concerns students' learning behaviors in the digital era, particularly their dependence on mobile phones during learning activities. The participant narrated that students frequently use their mobile devices to search for immediate answers rather than attempting to understand learning materials independently. According to the participant, this tendency influences students' engagement with

learning activities because they often prioritize task completion over deeper comprehension of the material. The participant observed that students sometimes become less motivated to analyze information critically because technological tools offer instant solutions that can be accessed easily.

The participant's experiences indicate that technological advancement has brought both opportunities and challenges to English language teaching. On one hand, digital technology provides students with access to various learning resources that can support language development. On the other hand, the participant perceived that students may become overly dependent on technology if its use is not properly guided. Through her classroom experiences, the participant noticed that students often rely on translation applications, online search engines, and artificial intelligence tools to complete assignments without fully engaging with the learning process itself.

This finding is consistent with Widodo and Wahyudin (2021), who emphasize that meaningful language learning requires active engagement, critical reflection, and sustained interaction with learning materials. The participant's narratives suggest that technology should function as a supportive learning resource rather than merely a shortcut for completing academic tasks. Therefore, the participant highlighted the importance of guiding students in developing responsible learning habits and encouraging them to utilize technological resources in ways that promote deeper understanding and critical thinking.

Furthermore, the participant's experiences reveal that implementing the Merdeka Curriculum involves an ongoing process of adjustment for both teachers and students. Throughout the narratives, the participant described how curriculum implementation requires teachers to continuously adapt instructional strategies, respond to classroom realities, and accommodate students' diverse learning needs. The participant recognized that the principles embedded within the curriculum offer meaningful opportunities to create more engaging and student-centered learning experiences. Nevertheless, the realities encountered in classroom practices demonstrate that the implementation process is often accompanied by various obstacles and uncertainties.

From the participant's perspective, challenges encountered during curriculum implementation should not necessarily be viewed as barriers but rather as opportunities for reflection and professional growth. The participant explained that teaching experience has helped her become more flexible in addressing classroom issues and making instructional decisions that align with students' characteristics and abilities. Through continuous interaction with students, she has learned to recognize their needs more effectively and adjust teaching practices accordingly.

The participant's narratives also emphasize that successful curriculum implementation depends not only on curriculum policies themselves but also on the readiness of teachers and students to engage in educational transformation. Although the Merdeka Curriculum promotes learner

autonomy and flexibility in teaching, the participant's experiences suggest that these objectives require gradual development, continuous support, and collaborative efforts among educational stakeholders. Teachers remain central figures in facilitating students' learning experiences, guiding them through periods of adjustment, and creating classroom environments that encourage meaningful participation.

Overall, the participant's experiences provide a deeper understanding of the realities associated with implementing the Merdeka Curriculum in English language teaching. The narratives demonstrate that challenges related to learner readiness, technology use, and instructional adaptation are closely interconnected and shape teachers' professional experiences in significant ways. By exploring these experiences through a narrative inquiry perspective, this study highlights how teachers interpret, negotiate, and assign meaning to curriculum implementation within their everyday classroom practices. These findings contribute to a broader understanding of the complexities of educational reform and underscore the importance of considering teachers' lived experiences when examining the implementation of the Merdeka Curriculum in Indonesian secondary education.

In addition, the findings indicate that technology should not be viewed as a replacement for learning processes but rather as a support tool that enhances learning experiences. While digital resources provide easy access to information, students still need guidance to evaluate, interpret, and

apply the information effectively. Therefore, teachers play a crucial role in promoting responsible technology use by encouraging students to balance digital assistance with independent thinking. Through appropriate supervision and learning activities, technology can support the goals of the Merdeka Curriculum without reducing students' ability to learn autonomously.

Third, the issue of unequal participation in group work shows a discrepancy between the theoretical expectation of collaborative learning and its actual implementation. According to Widodo and Wahyudin (2021), collaborative learning is designed to increase student engagement and interaction. However, the findings reveal that only a few students actively participate, while others tend to be passive and depend on their peers.

This indicates that collaborative learning does not automatically guarantee equal participation. Without proper monitoring and clear role distribution, group work may lead to dependency rather than collaboration. This finding suggests that teachers play a crucial role in managing group dynamics to ensure that all students are actively involved.

Another important aspect of this issue is that unequal participation may reduce the effectiveness of collaborative learning activities. When only a small number of students contribute to discussions and task completion, the learning opportunities intended for all group members become uneven. As a result, active students tend to gain more knowledge and experience, while passive students may rely heavily on their peers without fully

understanding the learning materials. This condition can limit the development of communication, cooperation, and problem-solving skills that collaborative learning is expected to promote.

The findings also indicate that effective group work requires careful planning and continuous teacher supervision. Teachers need to establish clear responsibilities for each group member and encourage equal participation throughout the learning process. By monitoring students' involvement and providing appropriate support when necessary, teachers can minimize passive behavior and create a more balanced learning environment. Therefore, collaborative learning should not only focus on completing group tasks but also on ensuring meaningful participation from all students.

From the teacher's perspective, increased workload and limited training also emerge as major challenges. The Merdeka Curriculum requires teachers to design flexible, creative, and student-centered learning activities, which demand time, effort, and professional competence. This finding supports Sutrisno (2021), who state that curriculum changes often increase teachers' workload. In addition, the lack of sufficient training limits teachers' ability to implement the curriculum effectively, as also noted by Jasrial et al. (2023).

This situation implies that curriculum reform cannot rely solely on policy changes but must be supported by continuous professional development and institutional support.

The findings also suggest that professional development plays an essential role in supporting teachers during educational reforms. Although training programs have been provided, teachers may still face challenges when applying new concepts in real classroom situations. This indicates that training should not only focus on theoretical understanding but also provide practical guidance and continuous assistance. Through sustained professional development and institutional support, teachers can develop greater confidence and competence in implementing the Merdeka Curriculum effectively.

Furthermore, external factors such as limited classroom facilities and poor internet connectivity significantly affect the learning process. These constraints hinder the effective implementation of learning activities, especially those involving digital tools. This finding is consistent with Tjalla et al (2025), who highlight that environmental and infrastructural factors play an important role in educational success.

This condition demonstrates that the successful implementation of the Merdeka Curriculum is influenced not only by teachers and students but also by the availability of adequate learning facilities. When classroom resources are limited and internet access is unstable, teachers may encounter difficulties in conducting learning activities that require technology integration. As a result, some planned learning activities may not be implemented optimally, reducing opportunities for students to experience innovative and interactive learning processes.

Another important implication of this finding is that educational reforms require sufficient institutional and infrastructural support. Although teachers may be willing to adopt new teaching approaches, the lack of supporting facilities can become a barrier to effective implementation. Therefore, schools and educational stakeholders should work collaboratively to improve learning resources and technological infrastructure. Adequate facilities and reliable internet connectivity can help create a more supportive learning environment and enhance the achievement of the Merdeka Curriculum objectives.

Overall, these findings demonstrate that the success of the Merdeka Curriculum is influenced not only by its design but also by students' readiness, teacher preparedness, and contextual support.

2. Teacher's Strategies in Overcoming the Challenges

The strategies implemented by the participant reflect adaptive teaching practices in responding to real classroom challenges. These strategies are aligned with the theoretical principles discussed.

First, adapting learning materials to students' abilities reflects the flexible nature of the Merdeka Curriculum, which allows teachers to design instruction based on students' needs (Widodo & Wahyudin, 2021). By simplifying texts and adjusting their level of difficulty, the teacher ensures that students can engage with the material more effectively.

This strategy also indicates that differentiation is necessary in classrooms with diverse student abilities. It shows that equal treatment does

not always lead to equal understanding, and therefore, instruction must be adjusted to support all learners.

Second, the use of peer teaching promotes collaborative learning and student interaction. This strategy supports the concept of student-centered learning (Widodo & Wahyudin, 2021), where students actively participate in the learning process. By allowing students to help each other, the teacher creates a supportive environment that encourages engagement.

However, this finding also implies that peer teaching should be carefully guided to avoid over-dependence on high-achieving students. Teachers need to ensure that all students contribute actively, not only rely on their peers.

In addition, peer teaching can help create a more comfortable learning atmosphere for students who may hesitate to ask questions directly to the teacher. Through interaction with their classmates, students may feel more confident in expressing their difficulties and sharing ideas during the learning process. This strategy can increase participation and encourage students to become more actively involved in classroom activities. Therefore, peer teaching not only supports academic learning but also promotes cooperation and communication among students.

Third, the use of familiar materials increases students' motivation and engagement. When students are exposed to topics that are relevant to their experiences, they feel more confident and interested in participating. This supports the idea proposed by Inayah (2023) that meaningful learning

occurs when students can connect new knowledge with their prior experiences.

This finding indicates that the selection of learning materials plays an important role in supporting students' participation and understanding. Familiar topics can reduce students' anxiety when learning English because they already possess background knowledge related to the content being discussed. As a result, students may find it easier to express their ideas, comprehend learning materials, and engage in classroom discussions. Therefore, the use of familiar materials can be an effective strategy for creating a more meaningful and student-centered learning experience.

Fourth, the teacher's use of flexible teaching methods reflects the importance of responsive teaching. According to Widodo & Wahyudin, (2021), effective teaching requires adaptability based on classroom conditions. The findings show that the teacher adjusts strategies depending on students' responses, which helps create a more effective learning environment.

Finally, teaching experience plays a crucial role in overcoming classroom challenges. Experienced teachers are more capable of making quick decisions, adapting strategies, and handling diverse student needs. This finding supports Sutrisno (2021), who emphasize the importance of teacher competence in curriculum implementation.

The findings also suggest that teaching experience contributes to teachers' confidence in responding to unexpected classroom situations.

Through years of practice, experienced teachers develop a better understanding of students' characteristics, learning needs, and potential challenges that may arise during instruction. This enables them to select appropriate strategies and make instructional adjustments more effectively. Therefore, teaching experience serves as a valuable resource that supports teachers in implementing the Merdeka Curriculum and achieving meaningful learning outcomes.

Overall, these strategies indicate that successful teaching in the Merdeka Curriculum requires flexibility, creativity, and continuous reflection.