

**THE IMPLEMENTATION OF THE MERDEKA CURRICULUM IN ENGLISH  
LANGUAGE TEACHING AND LEARNING AT MAN 3 BLITAR**

**THESIS**

Presented to

State Islamic Institute Kediri

In Partial Fulfilment of the Requirements

For the Degree of *Sarjana* in English Language Education



**BY**

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**FACULTY OF TARBIYAH**

**STATE ISLAMIC INSTITUTE KEDIRI**

**2025**

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I hereby declare that the thesis and the work presented within it are my own and have been generated by me as a result of my original research. It does not include any materials previously written or published by another person, except those indicated in support of an application for another degree or qualification at this or any other university or institution of higher education. Therefore, I am solely responsible for the thesis if there are any objections or claims from others.

This thesis is submitted to fulfill the requirements for the degree of Sarjana in the English study program at State Islamic Institute Kediri.

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### **THE IMPLEMENTATION OF THE MERDEKA CURRICULUM IN ENGLISH LANGUAGE TEACHING AND LEARNING AT MAN 3 BLITAR**

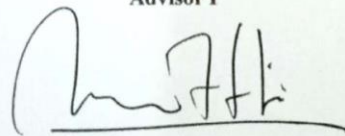
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## **MOTTO**

“Ketahuilah bahwa kemenangan bersama kesabaran, kelapangan bersama kesempitan dan kemudahan bersama kesulitan.”

(-HR. Tirmidzi)

“Wherever you are, always be the best and give the best of what we can give.”

(BJ. Habibie)

## DEDICATION SHEET

I dedicate this thesis to:

1. Allah SWT. The Lord of the World, for his mercies and blessings that have enabled me to complete this thesis.
2. Prophet Muhammad SAW. Peace be upon Him who has guided us from the darkness to the era of lightness.
3. My beloved parents, Andi Rusdin and Andi Rikong. Thank you for being my best supporter and motivator. You have been my pillar of strength during the struggling time of my thesis work. Your prayers and hard work helped me to achieve everything. I am incredibly fortunate to have you as my parents.
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Thank you very much, and the writer realizes that this thesis is still far from perfect. Criticism and suggestions are needed to make this thesis better.

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## ABSTRACT

**Muhtar, Andi.** 2025. *The Implementation of the Merdeka Curriculum in English Language Teaching and Learning at MAN 3 Blitar*. Thesis, English Department, Faculty of Tarbiyah, State Islamic Institute Kediri. Advisors: (1) Nur Afifi, M. App. Ling, PH. D. (2) Annisa Aulia Saharani, M. Pd.

**Keywords:** *Merdeka Curriculum, English Language Teaching and Learning, challenges, strategies*

The Merdeka curriculum is a curriculum that gives students and teachers the freedom to implement learning and teaching styles. Implementation of the Merdeka curriculum has the potential to stimulate motivation for students to enhance their English learning, thereby boosting their skills and creativity. The implementation of the Merdeka curriculum at the high school level has been successful, but various obstacles have been encountered, including educators' lack of training, suboptimal differentiated learning, and unchanged mindsets. This study aims to investigate the implementation of the Merdeka curriculum, the challenges encountered, and the strategies employed by teachers to overcome obstacles in English language teaching and learning at MAN 3 Blitar.

This research employed a qualitative descriptive method, utilizing observation and interviews as the primary data collection methods. The observation was conducted to obtain data on the research problems. Meanwhile, the interview was used to gather in-depth information. Data analysis involved a thorough process of reviewing and assessing data, including observation records and interview transcripts. Data triangulation used the triangulation of theories and the triangulation of methods.

The results of this study indicated that the implementation of the Merdeka curriculum in English language teaching and learning at MAN 3 Blitar was carried out using inquiry-based learning. However, the teaching and learning process did not fully adhere to the standard of inquiry-based learning strategies. Then, the teachers at MAN 3 Blitar had not implemented the three main elements in differentiated learning, including content differentiation, process differentiation, and product differentiation. This research found the challenges of the implementation of the Merdeka curriculum in English language teaching and learning at MAN 3 Blitar included; teachers did not discuss topics and learning resources before starting the lesson, the teachers needed to consider developing a more comprehensive and effective learning approach, the teachers need to consider implementing product differentiation, and the lack of student enthusiastic in learning. The strategies for overcoming the challenges were improving self-competence, collaborating with other teachers, utilizing technology, and creating a learning community.

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