CHAPTER IV
FINDING AND DISCUSSION

A. Finding

1. The Pedagogical Strategy Used by the English Teachers' in Implementing *Kurikulum Merdeka*

Kurikulum Merdeka is one of the newly implemented curriculum. In this part, the researcher found that the English' teachers were using the several pedagogical strategies in implementing the curriculum.

a. Teacher 1

Based on the collecting the data, teacher 1 (T1) using discovery learning, integrating technology, project based learning and cooperative learning.

1. Discovery learning

Based on interviews that researchers conducted with T1, it is true that T1 applies discovery learning in implementing learning based on the Merdeka Curriculum. this is a solution for T1 to make it easier for students to solve problems through tasks, sparking questions before starting learning. T1 can see student activeness in learning. In discovery learning, students synthesize their own concepts based on what they understand. It can raise the condition of the class from passive to active although not significant.

> "*Inquiry or discovery-based learning models based on students' own discoveries.*" (T1-interview, appendix II)

This is in accordance with the observation of T1, the opening phase of the English lesson, after preparing students from praying, preparing attendance and asking students whether or not they are ready to learn, the teacher asks about the material that has been learned before with problem-based triggering questions. The core activities phase of the English lessons, the teacher is more dominant in teaching. The teacher provides problem-based questions in question and answer or in written assignments.

> "*After the assignment, T1 again explained the next material about "am" and pm". This time, T1 uses the blackboard as a medium and students answer questions from T1 while T1 is explaining. After explaining, T1 gave an assignment from the material.*" (T1-observation, appendix III)

Based on statement above, the teacher uses discovery learning in giving individual assignments and when starting the lesson. With use this strategy the student can adapt in daily life. In this strategy the teacher's role is to identify activities that fuel student interest.

2. Integrating technology

In the core activities in English lesson, in presenting the material, Teacher uses a projector to display the material. The use of technology in displaying material can make students interested in learning so that it does not look monotonous. However, it is not certain that the use of technology in lessons can make students focus on learning. at the time of observation, some students were still not focused on learning. Based on T1 said that:

"*I have made the material through power point, so I have prepared it for teaching. If it is technology-based, children are more interested when they see a display that is not monotonous than on the board. That's what it's like.*" (T1-interview, appendix II)

This is in accordance with the observation in T1, in integrating technology, the teacher uses a projector and laptop to present the material. At this stage, it can be said that the teacher has been able to display the presentation of material to make students understand the material.

"*In presenting the material, Teacher 1 uses a projector to display teaching materials in the form of powerpoint slides. Students are invited to answer questions asked by the teacher from the powerpoint. Some are still busy on their own when T1 explains. To anticipate that, the students who are noisy T1 asks the same question to keep students focused*" (T1-observation, appendix III)

Based on statement, the researcher conclude that uses a projector and PowerPoint slides to present material in English lessons. This approach aims to make the material more engaging and less monotonous compared to traditional board teaching. This approach is used to maintain student engagement and ensure they are paying attention.

3. Project Based Learning

T1 provides project-based activities. The *Kurikulum Merdeka* is more focused on project-based assignments. In line with this curric-

ulum incorporates project-based learning, which encourages students to work on real-world problems and projects, developing their critical thinking and problem-solving skills. Based on T1 said that:

"*I usually apply project-based learning, sometimes we give group-based assignments. There are also individual assignments. Because in this Kurikulum Merdeka, it is often in groups, we apply discussions, mini projects that are usually in the book.*" (T1-interview, appendix II)

This is in accordance with the observation made in T1 that the teacher gave a task in the form of a mini project. Students are given tasks in the form of questions and answers about the time and what activities are suitable for that hour.

"*Teacher 1 give assignments in the form of mini projects. Students are given the task of asking questions about the time of day and what activities are suitable for that hour in material "telling a time". Teacher 1 facilitated these activities with a focus on applying English language skills in practical contexts, group presentations, individual task. This method not only encouraged language practice but also fostered critical thinking and teamwork among students*" (T1-observation, appendix III)

Based on statement above, the researcher concludes that the application of project-based tasks is very suitable to be applied so that students understand besides that students are free to express what they feel with the task.

4. Cooperative learning with problem solving

Teachers implement the learning methods that have been arranged, especially in group learning. Teachers use this approach for difficult

teachers to collaborate with other friends in learning. This is done by the teacher to see how active the students are and also the students are able to collaborate to solve problems. Based on T1 said that:

> "*Well, the pedagogic learning strategy of the independent curriculum, first of all it is eeeee cooperative, if the model, cooperative learning model, yes, children who cannot ... who cannot find solutions are confused and they cannot join groups. Now we are the facilitator. So inevitably the teacher must provide a lot of input, input so that this child can solve the problem.*" (T1-interview, appendix II)

This is in accordance with the observations made in T1 during the P5 P2RA project. Before implementing the project, the teacher functions as a facilitator where the teacher receives input from students to create interesting learning.

> "*In the classroom, teachers find it difficult to implement the learning methods that have been arranged, especially in group learning. teachers find it difficult to instruct children who are less active to collaborate with other friends. As for the active ones, the teacher is also overwhelmed with several opinions in solving the problem.*" (T1-observation, appendix III)

Based on statement above, the researcher conclude that The teacher receives input from students to create engaging learning experiences but still faces difficulties in managing group dynamics. Observations during the P5 P2RA project highlight that teachers find it challenging to implement structured learning methods, particularly in fostering effective group collaboration among all students. So,

teachers act as facilitators in the learning process, providing necessary guidance and input to help students solve problems. This involves supporting less active students and ensuring they can contribute to group work.

b. Teacher 2

Based on the data, teacher 2 using discovery learning, integrating technology, and differentiated instruction.

1. Discovery learning

The opening activity of the English lesson, Teacher 2 before giving a sparking question before going into the material. This is to add that the questions do not burden students, the reason is so that students can connect to their daily lives. From these questions, it appears that students can answer the questions because the questions asked can still be responded correctly by students. This is consistent with the observation in T2:

"*Before getting into the lesson, T2 starts asking questions from the material that are relevant to everyday life.*

1. where do you go if you want to buy books?

2. where do you go if you want to buy fruits?" (T2-Observation, appendix III)

The core activities of the English lessons, Teacher 2 emphasizes varied learning activities. Problem-based learning is applied by Teacher 2 in giving problems. Teacher 2 emphasizes students' abilities in accordance with students' needs. Teacher 2 prefers essential materials which

the curriculum focuses on essential subjects such as literacy. T2 said that:

> "*Students are again given a task after the T2 explanation with the task of completing the sentence with the right preposition of place based on the map activitiy 7a page 107*" (T2-observation, appendix III)

This is in line with the interview with the participant where the teacher gives assignments or exercises to do. After the task is done, it will be discussed together in class by conducting questions and answers with the teacher as a student companion.

> *"I use a variety of strategies such as group learning, giving assignments that can be done together or individually in the book..." (*T2-interview, appendix II*)*

Based on statement above, the researcher concludes that T2 starts English lessons by asking "sparking" questions that are relevant to students' daily lives. This approach helps students connect the material to their experiences and respond correctly without feeling burdened. T2 uses a variety of learning methods, including problem-based learning. This approach is tailored to students' abilities and needs, focusing on essential materials emphasized by the curriculum, such as literacy.

2. Integrating Technology

As the interview with T2, said that the use of technology is used when teachers use it to find reference materials from outside. By utilizing technology, it will make it easier for teachers and students to get reference materials such as questions or materials. In addition, teachers

must also master the use of technology, starting from the use of laptops and projectors to display material in class.

> "*The use of what we call using a laptop or projector is like that, so, the teacher must learn more deeply so that he uses technology or he looks for sources or looks for material from outside must master technology like that.*" (T2-interview, appendix II)

This is in accordance with the observation that the teacher: In presenting the material, T2 uses a projector to display the material. After presenting the material, students are invited to answer questions asked by the teacher through the student's cell phone by the teacher giving the student a link and then sharing it with the students.

> "*In learning, there is a projector and infocus to display the material. T2 also instructs students to take part in using technology in learning, such as questions sent to students to be answered by each student.*" (T2-observation, appendix III)

Based on statement above, it can be concluded that T2 approach to using technology in the classroom includes both the teacher and students actively engaging with technological tools. This strategy makes lessons more dynamic and interactive, supports the acquisition of external reference materials, and underscores the importance of teachers being proficient in technology use.

3. Differentiated Instruction

Differentiated learning is a learning theory based on the assertion that the learning approach used should be varied and also tailored to the needs of each learner. First of all, the teacher must know the needs of the students and the right strategy for them. This diagnostic assessment

is made before determining the appropriate strategy for students. Based on statement T2 said that:

> "*Before that, we first find out what students' learning needs are. After we know, then we identify from what learning style the student needs, ehh what is his name, how to learn. So there is the name eehhhh that name. Before learning, there is a diagnostic assessment before starting the lesson. So in that Merdeka. So we see the needs of the students. So in one material, we can convey what is called with different strategies. Whether he is a eee what he is made as a kinesthetic learning style. He is active in learning. He is active in running around. So, we adjust the material to the student's learning style. Sometimes there are students who are quiet and only write, listen and write*. "(T2-interview, appendix II)

In observation shows that the teacher did differentiated product which is shown by the use of media that facilitates audiovisual and audio which contains videos and explanations in it. And also product differentiation which is shown by grouping students and showing the learning outcomes that they have understood. Here, students are charged with the group task of creating a dialog with the teacher not limiting how much as long as they understand.

> "*T2 shows students to look at pictures of places around them. After that, students are invited to write the name of the place in English. T2 gave a group task. Students are divided into groups in pairs to make a dialog.*" (T2-observation, appendix III)

Based on statement above, the researcher concluded that the teacher employs a differentiated learning approach, which involves tailoring teaching strategies to meet the diverse needs and learning styles of students. This approach is based on the premise that a varied and personal-

ized learning experience is more effective. So, before Before determining the appropriate teaching strategy, the teacher conducts a diagnostic assessment to understand each student's learning needs and styles. This assessment helps in identifying whether a student has a kinesthetic, auditory, visual, or other learning preference.

B. Discussion

This section is an explanation and discussion of the research findings presented above. As previously mentioned, the focus of this research was to explore the English teacher's pedagogical strategy in implementing *Kurikulum* Merdeka.

1. The Pedagogical Strategy Used by the English Teachers' in Implementing *Kurikulum Merdeka*

Based on the findings above, the researcher found that all of the pedagogical strategy the English teacher used based on Kurikulum Merdeka but the teachers did not use all of the strategies recommand by Kurikulum Merdeka. Based on Sulolipu (2023) there are 8 strategies that recom-mand by Kurikulum Merdeka namely discovery learning, problem based learning, cooperative learning, project based learning, problem solving, inquiry based learning, differentiated instruction, and integrating technology. The researcher found that the first teacher just used 3 strategies in learning process, as follow: discovery learning, integrating technology and project based learning. Meanwhile the another teacher used the same strategies but the difference is the teacher using differentiated instruction. So, there are four

more strategies that was not used by the teacher namely problem based learning strategy, problem solving, inquiry and cooperative learning.

The first teacher or T1 uses discovery learning in solving problems in problems and starting learning activities. Then T1 uses technology in presenting learning materials during class. Then T1 uses mini projects to measure the extent of students' understanding and students can work to-gether in a group. project-based learning is used by T1 for student solu-tions so that they can work together in a group where later students are together in solving problems in learning.

Meanwhile, the second teacher or T2 uses discovery learning in solving problems in problems and starting learning activities. In addition, T2 provides tasks which encourage students to think critically in completing tasks. Then, T2 uses technology in learning as a reference or reference in finding learning materials. students also take part in using technology, namely using phone as a reference for questions or materials sent by the teacher. T2 applies differentiated learning where the teacher frees students to choose learning outcomes or assignments with different results according to students' learning styles but still with the same learning objectives.

2. The English Teachers' do pedagogical strategy in implementing *Kurikulum Merdeka*

Based on the finding above, the researcher found that English teacher implementing pedagogical strategy based on Kurikulum Merdeka

Discovery learning involves students actively engaging in learning by exploring and solving problems themselves, rather than passively receiving information. This approach encourages critical thinking and independent learning. Both of teacher using the strategy to involves students actively engaging in learning by exploring and solving problems themselves, rather than passively receiving information.

The teacher one uses discovery learning to encourage students to solve problems through tasks and sparking questions. This method helps transition the class from passive to active learning. Before starting the lesson, the teacher uses questions from the previous material to recall some of the material that has been learned previously. The teacher prefers to ask individually to which the students respond. Meanwhile, teacher two used discovery learning to encourage students to solve problems through tasks and sparking questions. This strategy helps transition the class from passive to active learning. The teacher emphasizes varied learning activities, including problem-based learning and essential literacy skills. Assignments are discussed collectively to ensure comprehension.

This is the line with Lase (2023) This learning model requires the students to understand the information and concepts independently through minimal guidance such as simulations, feedbacks, and examples of problems given by the teacher. One of the advantages of discovery learning is that it assists students in improving their thinking and learning skills as well as arouse curiosity and make students active in providing ideas or opinions.

In integrating technology, both of teacher used technology to helps of maintain student interest. With the reason, students do not feel bored in understanding the lesson. Moreover, students also feel that the material learned also does not make students understand quickly. This is the teacher's effort in using technology in teaching.

According to Subramanian & Kelly (2019), using technology in teaching strategies can positively impact student learning and engagement, which can help increase student motivation and improve their overall learning experience. Motivation is known to be a major contributing factor to students' achievement in learning. It can also improve critical thinking and problem-solving skills. An innovative teaching strategy will result in greater student participation. Innovative teaching strategies often involve students working together and participating in the learning process, which can help to foster collaboration and increase student participation.

In project based learning, teacher assigns project-based tasks, aligning with Kurikulum Merdeka's emphasis on real-world problems and critical thinking. Students work on mini projects, such as asking questions about time-related activities, fostering practical English language skills and teamwork. According to Kartikasari (2018) project based learning is a student-centered teaching strateg in which the students encounter and learn the central concepts of the discipline through the project and there are instances where project work follows certain instructions. Project based learning are a challenging activities and beneficial to student learning and engagement when done correctly.

In cooperative learning, teacher one used cooperative learning in group tasks to encourage collaboration and problem solving among students. the teacher faced challenges in managing group dynamics and ensuring less active students participate. The teacher acts as a facilitator, providing necessary guidance and input.

Meanwhile, teacher two used diiferentiated instruction to tailor teaching strategies to individual students needs and learning styles. In leraning, teacher used audiovisual aids and group tasks to facilitate learning, adjusting the material and making activities based on the students' learning styles. This is line with Sulolipu (2023), this model is a series of common sense decisions made by educators which are oriented towards the needs of learners. In the context of education in Indonesia, differentiated learning is absolutely necessary. This strategy customizes the learning process in the classroom to meet the learning needs of individual learners.