

**EXPLORATION OF TEACHER DIFFICULTIES IN IMPLEMENTING
THE INDEPENDENT LEARNING CURRICULUM IN ENGLISH
LANGUAGE LEARNING IN BOJONEGORO HIGH SCHOOL**

SKRIPSI



Presented to:

IKIP PGRI Bojonegoro in partial of the requirements
for the the Sarjana in English Education

by:

Muhammad Addabissulthon Abdillah

22120049

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGE AND ART EDUCATION
IKIP PGRI BOJONEGORO**

2026

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By:
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**ENGLISH EDUCATION DEPARTMENT FACULTY OF LANGUAGES
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IKIP PGRI BOJONEGORO
2026**

APPROVAL SHEET

APPROVAL SHEETS

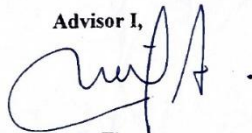
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LEGITIMATION

LEGITIMATION

The skripsi entitled "Exploration of Teacher Difficulties in Implementing the Independent Learning Curriculum in English Language Learning in Bojonegoro High School" Application To Improve Pronunciation Skills Students Second Semester English Department at IKIP PGRI Bojonegoro" is compiled by:

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STATEMENT OF AUTHENTICITY

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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled: **“EXPLORATION OF TEACHER DIFFICULTIES IN IMPLEMENTING THE INDEPENDENT LEARNING CURRICULUM IN ENGLISH LANGUAGE LEARNING IN BOJONEGORO HIGH SCHOOL.”** Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, I personally accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanction

Bojonegoro, 30 Juli 2026



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ABSTRACT

Addabissulthon, Abdillah Muhmmad, 2026, *Exploration Of Teacher Difficulties In Implementing The Independent Learning Curriculum In English Language Learning In Bojonegoro High School*, Undergraduate Thesis, English Education, Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro, Advisor : (1) Meiga Ratih Tirtanawati, M.Pd. (2) Dr. Refi Ranto Rozak, M.Pd.

This study aims to explore the difficulties faced by English teachers in implementing the Independent Learning Curriculum (Kurikulum Merdeka) in English language learning at high schools in Bojonegoro. This study employed a qualitative research approach with an exploratory design. Data were collected through interviews and observations involving English teachers as research participants. The findings indicate that teachers experienced several difficulties, including understanding the curriculum, preparing teaching modules and learning objectives, implementing differentiated learning, conducting various assessments, and adapting learning activities to students' needs. Other challenges included limited learning resources, differences in students' abilities, and teachers' need for continuous training and support. Despite these difficulties, teachers made various efforts to adapt their teaching practices and improve their understanding of the Independent Learning Curriculum. This study concludes that adequate training, school support, learning resources, and teacher collaboration are important to support the effective implementation of the curriculum in English language learning.

Keywords: Teacher Difficulties, Independent Learning Curriculum, English Language Learning, Bojonegoro, Qualitative Research.

ABSTRAK

Addabissulthon, Abdillah Muhmmad, 2026, *Exploration Of Teacher Difficulties In Implementing The Independent Learning Curriculum In English Language Learning In Bojonegoro High School*, Skripsi, Program Studi Bahasa Inggris, Fakultas Bahasa dan Seni, IKIP PGRI Bojonegoro, Pembimbing : (1) Meiga Ratih Tirtanawati, M.Pd. (2) Dr. Refi Ranto Rozak, M.Pd.

Penelitian ini bertujuan untuk mengeksplorasi kesulitan yang dihadapi oleh guru Bahasa Inggris dalam mengimplementasikan Kurikulum Merdeka pada pembelajaran Bahasa Inggris di sekolah menengah atas di Bojonegoro. Penelitian ini menggunakan pendekatan kualitatif dengan desain eksploratif. Data dikumpulkan melalui wawancara dan observasi dengan melibatkan guru Bahasa Inggris sebagai partisipan penelitian. Hasil penelitian menunjukkan bahwa guru mengalami beberapa kesulitan, antara lain dalam memahami kurikulum, menyusun modul ajar dan tujuan pembelajaran, menerapkan pembelajaran berdiferensiasi, melaksanakan berbagai bentuk asesmen, serta menyesuaikan kegiatan pembelajaran dengan kebutuhan siswa. Tantangan lainnya meliputi keterbatasan sumber belajar, perbedaan kemampuan siswa, serta kebutuhan guru akan pelatihan dan dukungan yang berkelanjutan. Meskipun menghadapi berbagai kesulitan, guru berupaya beradaptasi dengan perubahan dalam proses pembelajaran dan meningkatkan pemahaman mereka terhadap Kurikulum Merdeka. Penelitian ini menyimpulkan bahwa pelatihan yang memadai, dukungan sekolah, ketersediaan sumber belajar, dan kerja sama antar guru sangat penting untuk mendukung implementasi Kurikulum Merdeka secara efektif dalam pembelajaran Bahasa Inggris.

Kata Kunci: Kesulitan Guru, Kurikulum Merdeka, Pembelajaran Bahasa Inggris, Bojonegoro, Penelitian Kualitatif.

PREFACE

All praise and gratitude be to Allah SWT, the Almighty, for His blessings, guidance, and grace, which have enabled the researcher to complete this thesis entitled **“Exploration of Teacher Difficulties in Implementing the Independent Learning Curriculum in English Language Learning in Bojonegoro High Schools.”** This thesis is submitted as one of the requirements for completing the undergraduate study program and obtaining a Bachelor’s degree in English Education.

The implementation of the Independent Learning Curriculum, also known as the *Kurikulum Merdeka*, has brought significant changes to the teaching and learning process in Indonesian schools. In English language learning, teachers are expected to adapt to new approaches, learning objectives, teaching strategies, assessment systems, and instructional materials. However, the implementation of a new curriculum may also present various challenges for teachers. Therefore, this study aims to explore the difficulties experienced by English teachers in implementing the Independent Learning Curriculum in high schools in Bojonegoro and to provide a better understanding of the challenges they encounter in the teaching and learning process.

The completion of this thesis would not have been possible without the support, guidance, assistance, and encouragement of many individuals. Therefore, the researcher would like to express sincere gratitude to everyone who has contributed to the completion of this thesis.

First and foremost, the researcher would like to express the deepest gratitude to Allah SWT for giving strength, health, patience, and guidance throughout the research and writing process.

The researcher would also like to express sincere appreciation to the thesis advisor for the valuable guidance, constructive suggestions, patience, and encouragement throughout the preparation of this thesis. Special appreciation is also extended to the lecturers and staff of the English Education Department for the knowledge, assistance, and support provided during the researcher’s academic journey.

The researcher would like to extend heartfelt gratitude to the English teachers and the schools in Bojonegoro who participated in this study. Their willingness to share their experiences, perspectives, and challenges regarding the implementation of the Independent Learning Curriculum greatly contributed to the completion of this research.

Finally, the researcher would like to express deepest gratitude to family, friends, and all those who have continuously provided prayers, motivation, support, and encouragement throughout the researcher’s studies and the completion of this thesis.

The researcher realizes that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are highly welcomed for the improvement of this thesis. Hopefully, this research will be beneficial for English teachers, schools, future researchers, and other parties who are interested in the implementation of the Independent Learning Curriculum, particularly in English language learning.

MOTTO AND DEDICATION

Motto :

Others may doubt your dreams, but never let yourself doubt them, because that is where the real obstacle lies.

Dedication :

Among all the pages in this thesis, the dedication page holds the deepest meaning. It is here that the author wishes to express heartfelt gratitude, love, and appreciation that words alone can never fully convey. In the name of Allah, the Most Gracious, the Most Merciful (Bismillahirrahmanirrahim), the author humbly dedicates this modest work to:

1. Myself, who has struggled with patience, perseverance, and enthusiasm through every process, challenge, and sacrifice until this thesis was completed. Thank you for never giving up and continuously striving to become a better person.
2. My beloved parents, who have always provided affection, endless prayers, support, sacrifice, and motivation in every step of my life. None of this would have been possible without their love, trust, and sincerity.
3. All educators in Bojonegoro Regency, who have dedicated themselves to educating the nation's next generation. I hope this research can provide benefits, broaden my horizons, and be a small contribution to supporting the improvement of the quality of education, particularly in the implementation of the Independent Curriculum in English language learning.

I hope this work is the first step to continue learning, creating, and providing benefits to the world of education and society.

ACKNOWLEDGEMENT

First and foremost, praise and gratitude be to God Almighty for His blessings and grace, which have enabled me to complete this thesis entitled “Exploration Of Teacher Difficulties In Implementing The Independent Learning Curriculum In English Language Learning In Bojonegoro High School.” as a requirement for obtaining a Bachelor's degree at IKIP PGRI Bojonegoro.

Throughout the process of writing this skripsi, I am fully aware that it would not have been possible without the help, guidance, and support of many individuals. Therefore, with all humility, I would like to express my deepest gratitude and appreciation to:

1. Dr. Junarti, M.Pd. As the Rector of IKIP PGRI Bojonegoro.
2. Dr. Cahyo Hasanudin, M.Pd. as the Dean of the Faculty of Languages and Arts Education.
3. Ayu Fitriyaningsih, M.Pd, as the Head of the English Education Department.
4. Meiga Ratih Tirtanawati M.Pd., and Mr Refi Ranto Rozak.,M.Pd., my academic supervisors, for their patience, insightful guidance, and unwavering support throughout the completion of this thesis.
5. All lecturers and academic staff of the Faculty of Languages and Arts Education, who have shared their knowledge and experiences during my time at the university.
6. For myself, for the perseverance, dedication, and resilience that have enabled me to complete this thesis despite various challenges along the way.
7. My fellow students and friends in the English Education Department for their motivation, assistance, and solidarity during this journey.

8. For someone special, whose presence, encouragement, and genuine care have brought comfort and motivation throughout this journey. Your support has meant more than words can express, and I am truly grateful for the strength and inspiration you have given me.
9. And all other individuals whom I cannot mention one by one, but who have contributed in various ways throughout this process.

I am aware that this thesis is not without its shortcomings. Therefore, I genuinely welcome any constructive criticism and suggestions that may help improve it in the future.

Finally, I hope that this thesis will be of benefit to its readers and make a modest contribution to the advancement of knowledge.

Bojonegoro, 10 Desember 2025

The Researcher

Muhammad addabissulthon
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LIST OF CONTENT

CONTENTS

COVER	i
APPROVAL SHEET	iii
legitimation	iv
STATEMENT OF AUTHENTICITY	iv
MOTTO AND DEDICATION	viii
ACKNOWLEDGEMENT	x
LIST OF CONTENT	xii
Contents	xii
ABSTRACT	vi
ABSTRAK	vii
CHAPTER I:.....	1
INTRODUCTION	1
A. Background of the Study	1
B. Objectives of the study	4
C. Significant of the studies	4
D. Definition of terminologies	8
CHAPTER II :	12
REVIEW OF RELATED LITERATURE	12
E. Preview Of Previous Studies	12
F. Theoretical Review	14
G. Theoretical Framework	18
H. Reaserch Gap	23
CHAPTER III	27
RESEARCH DESIGN	27
A. Research Design.....	27
B. Research Setting.....	28
C. Data and Data source	28
a) Data.....	28
b) Data Sources	29
a. Primary Data Sources.....	29
b. Secondary Data Sources.....	29

D. Data collection technique	29
a) Interview	30
b) Observation.....	30
c) Documentation.....	30
CHAPTER IV:	33
RESEARCH FINDING AND DISSCUSSION.....	33
A. Research Finding.....	33
B. Discussion	41
CHAPTER V	51
CONCLUSION AND SUGGESTION.....	51
A. Conclusion	51
B. SUGGESTION.....	51
REFERENCES	53

CHAPTER I: INTRODUCTION

A. Background **of the Study**

The Independent Curriculum (Kurikulum Merdeka) is an educational reform introduced to provide teachers with greater flexibility in designing student-centered learning experiences. This curriculum emphasizes character development, competency-based learning, and the adaptation of teaching practices to students' needs, abilities, and the specific context of the school environment. Consequently, teachers are expected not only to master the subject matter but also to develop teaching modules, apply innovative instructional strategies, and implement assessments that reflect students' learning characteristics.

In Bojonegoro Regency, the Independent Curriculum has gradually been implemented in schools at different educational levels. A study conducted by Febriyanti and Sayono (2024) found that the implementation of the curriculum at SMAN 4 Bojonegoro encouraged a more student-centered learning process. However, the researchers also identified several challenges, including teachers' readiness, the preparation of teaching materials, and the adaptation of instructional methods. These findings suggest that successful curriculum implementation depends largely on teachers' understanding of curriculum principles and their ability to apply them effectively in classroom practice.

Similarly, Hakim (2025) reported that the implementation of the Independent Curriculum in Islamic Religious Education at SMA Darul Ulum Kepohbaru Bojonegoro required teachers to be well prepared in

designing instructional materials, facilitating active learning, and conducting assessments aligned with the curriculum's principles. This finding indicates that curriculum reform involves not only changes in administrative requirements but also a transformation in teachers' instructional approaches and professional practices.

The implementation of the Independent Curriculum in English language teaching presents additional challenges because English teachers are expected to develop students' communicative competence through meaningful, contextual, and competency-based learning activities. They are also required to select appropriate instructional media, prepare engaging teaching modules, and integrate technology effectively into classroom instruction. Rosidah and Wati (2025) highlighted that English learning materials based on local wisdom can improve students' engagement and participation, emphasizing the important role of teachers in creating innovative learning resources that suit the local educational context.

Another essential aspect of successful curriculum implementation is teachers' competence in preparing instructional materials. Nurfadilah (2025) emphasized that developing high-quality teaching modules is one of the key elements supporting the effective implementation of the Independent Curriculum in senior high schools. This finding implies that teachers need strong pedagogical competence to design learning activities that are consistent with the intended learning outcomes (*Capaian Pembelajaran*).

In addition, Lutfiyatin (2025) demonstrated that the development of bilingual learning modules based on innovative approaches can improve students' literacy skills. Although the study focused on elementary education, it suggests that teachers' creativity and ability to design effective teaching materials are fundamental factors in enhancing learning quality across educational levels.

Despite the growing number of studies on the Independent Curriculum, most previous research has concentrated on general curriculum implementation, the development of teaching modules, or its application in subjects other than English. Limited attention has been given to exploring the specific difficulties experienced by English teachers in implementing the Independent Curriculum at the senior high school level, particularly in Bojonegoro Regency. Since English language learning has its own instructional characteristics and challenges, further investigation is necessary to better understand teachers' experiences in implementing the curriculum.

Therefore, this study aims to explore the difficulties encountered by English teachers in implementing the Independent Curriculum in English language learning at senior high schools in Bojonegoro Regency. The findings are expected to provide a comprehensive understanding of the challenges faced by teachers, identify the factors contributing to these challenges, and offer practical recommendations that may support the more effective implementation of the Independent Curriculum in English language teaching.

Based on the background of the study, the problems of this research are formulated as follows:

1. What difficulties do English teachers face in implementing Independent Learning Curriculum at Bojonegoro High Schools?
2. What factors contribute to the difficulties experienced by English teachers in implementing Independent Learning Curriculum at Bojonegoro High Schools?
3. How do English teachers overcome the difficulties encountered in implementing Independent Learning Curriculum at Bojonegoro High Schools?

B. Objectives of the study

Based on the formulation of the problem, the objectives of this study are:

To explore the difficulties faced by English teachers in implementing Independent Learning Curriculum at Bojonegoro High Schools.

To identify the factors contributing to the difficulties experienced by English teachers in implementing Independent Learning Curriculum at Bojonegoro High Schools.

To investigate the strategies used by English teachers to overcome the difficulties encountered in implementing Independent Learning Curriculum at Bojonegoro High Schools.

C. Significant of the studies

1. Theoretical significance

This study is expected to provide theoretical contributions to the field of English Language Teaching (ELT), particularly in the implementation of the Independent Learning Curriculum (Kurikulum Merdeka) in Indonesian senior high schools.

First, this study is expected to enrich the body of knowledge regarding the implementation of the Independent Learning Curriculum by providing an in-depth understanding of the difficulties experienced by English teachers during curriculum implementation. Previous studies, such as those conducted by Febriyanti and Sayono (2024), Hakim (2025), and Nurfadilah (2025), have mainly focused on curriculum implementation in different subject areas. This study extends the existing literature by specifically examining English language learning.

Second, this study is expected to contribute to the theoretical understanding of teacher challenges in implementing educational reforms. The findings may provide additional insights into how teachers experience curriculum changes, particularly in lesson planning, teaching module development, differentiated instruction, classroom management, learning assessment, and the use of instructional media in English language teaching.

Third, this study is expected to expand the theoretical discussion concerning teacher readiness and professional competence in implementing the Independent Learning Curriculum. By exploring teachers' experiences in Bojonegoro High Schools, the findings may provide a contextual

understanding of curriculum implementation within Indonesian secondary education.

Finally, this study is expected to serve as a theoretical reference for future researchers who intend to investigate similar topics related to curriculum implementation, English language teaching, teacher professional development, or educational innovation. The findings may also contribute to the development of future studies concerning teacher difficulties in implementing educational policies in different educational contexts.

2. Practical significance

This study is expected to provide practical contributions to several stakeholders involved in the implementation of the Independent Learning Curriculum in English language learning.

1. For English Teachers

The findings of this study are expected to help English teachers identify the challenges they experience in implementing the Independent Learning Curriculum. The results may provide practical insights into lesson planning, teaching module development, differentiated instruction, classroom management, authentic assessment, and the use of instructional media. Furthermore, the findings may encourage teachers to develop effective strategies for overcoming these challenges and improving the quality of English language teaching.

2. For School Principals

The findings of this study are expected to provide school principals with information about the actual challenges encountered by English teachers during curriculum implementation. This information can be used as a basis for designing professional development programs, mentoring activities, supervision, and school policies that support the successful implementation of the Independent Learning Curriculum.

3. For Schools

The study is expected to assist schools in evaluating the implementation of the Independent Learning Curriculum, particularly in English language learning. The findings may help schools improve learning facilities, provide adequate instructional resources, strengthen collaboration among teachers, and create a supportive learning environment.

4. For Educational Authorities

The findings are expected to provide useful information for education authorities, including local education offices, regarding the implementation of the Independent Learning Curriculum in senior high schools. The results may serve as a reference for improving teacher training programs, curriculum implementation policies, and educational support systems.

5. For Future Researchers

This study is expected to serve as a reference for future researchers interested in curriculum implementation, English Language Teaching (ELT), teacher professional development, or educational innovation. The findings may provide empirical evidence that can be expanded through

studies conducted in different educational settings or using different research methods.

6. For Students

Although the primary focus of this study is on teachers, the findings are expected to contribute indirectly to students by supporting improvements in the quality of English language teaching. Better curriculum implementation may create more engaging, student-centered, and meaningful learning experiences, ultimately enhancing students' English language competence.

D. Definition of terminologies

To avoid misunderstanding and to provide a clear understanding of the key terms used in this study, the following definitions are presented:

1. Exploration

Exploration refers to an in-depth process of investigating and understanding a particular phenomenon. In this study, exploration means identifying and understanding the experiences, perceptions, and challenges encountered by English teachers in implementing the Independent Learning Curriculum through qualitative data collected from interviews, observations, and documentation.

2. Teacher Difficulties

Teacher difficulties refer to the various challenges, obstacles, or problems experienced by English teachers during the implementation of the Independent Learning Curriculum. These difficulties may include lesson planning, teaching module development, differentiated instruction,

classroom management, authentic assessment, learning media utilization, time management, and adaptation to curriculum changes.

3. Independent Learning Curriculum (Kurikulum Merdeka)

The Independent Learning Curriculum is the curriculum implemented in Indonesian schools that emphasizes student-centered learning, flexibility in instructional planning, differentiated learning, project-based learning, and competency-based assessment. In this study, the term refers specifically to the curriculum implemented in senior high schools where the participating English teachers conduct their teaching practices.

4. Curriculum Implementation

Curriculum implementation refers to the process of applying curriculum policies into classroom practices. It includes planning learning activities, developing teaching modules, conducting classroom instruction, implementing learning strategies, assessing students, and evaluating learning outcomes in accordance with the principles of the Independent Learning Curriculum.

5. English Language Learning

English Language Learning refers to the teaching and learning process designed to develop students' English language proficiency, including listening, speaking, reading, and writing skills. In this study, English language learning refers to classroom instruction conducted by English teachers at senior high schools implementing the Independent Learning Curriculum.

6. English Teachers

English teachers are professional educators responsible for teaching English at senior high schools in Bojonegoro. They serve as the participants of this study because they have direct experience in implementing the Independent Learning Curriculum.

7. Teaching Module (Modul Ajar)

A teaching module is a learning document prepared by teachers to guide classroom instruction. It generally includes learning objectives, learning activities, teaching materials, learning media, assessment procedures, and learning reflections. Within the Independent Learning Curriculum, teaching modules function as one of the essential instructional planning documents.

8. Differentiated Learning

Differentiated learning refers to an instructional approach that accommodates students' differences in readiness, interests, and learning profiles. Teachers modify learning activities, materials, and assessments to ensure that all students can achieve the intended learning outcomes.

9. Authentic Assessment

Authentic assessment refers to the process of evaluating students' knowledge, skills, and attitudes through meaningful learning tasks that reflect real-life situations. In the Independent Learning Curriculum, authentic assessment is used to measure students' competencies comprehensively.

10. Bojonegoro High Schools

Bojonegoro High Schools refer to senior high schools located in Bojonegoro Regency that have implemented the Independent Learning Curriculum and serve as the research setting for this study.