English Teachers Conquer the Difficulties in Creating Merdeka Curriculum Teaching Modules

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ABSTRACT

This research aims to find out how English teachers solve the challenges in designing teaching modules for the Merdeka Curriculum. The population of this study is English teachers who teach in grades IX at SMA Negeri 3 Selayar. This study involved 3 participants who were determined through purposive sampling. The instruments used in this study were documents and interviews. To overcome challenges in designing teaching modules for the Merdeka Curriculum: English teachers focus on providing necessary learning processes or materials, utilizing school facilities and infrastructure, understanding student character, prioritizing locations with good internet connections, considering transportation costs and security, guiding students in practice, understanding student abilities and needs, searching for appropriate vocabulary, consulting teaching manuals, using the internet, discussing with other teachers, analyzing student understanding, creating multiple assessments, posing challenging questions, offering additional materials, and adjusting materials to fit students' environments. This research has important implications for education, including resource and teaching material development, training and professional development needs, evaluation and assessment, customized learning approaches, and enhanced collaboration and support among teachers' materials to fit students' environments. This research has important implications for education, including resource and teaching material development, training and professional development needs, evaluation and assessment, customized learning approaches, and enhanced collaboration and support among teachers.
Keywords: *Overcome1**, Teaching Module 2**, Merdeka Curriculum 3*

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INTRODUCTION
Indonesia's Education Problem
The world of education continues to change a long with the times. The Covid-19 pandemic is one of the many factors causing instability and chaos in education. The pandemic has worsened education, causing a learning crisis and a decline in learning. During this pandemic, 1.7 billion students have been forced to learn indirectly, experiencing various difficulties and learning losses. Learning disadvantages lead to a lack of communication between teachers and students to actively cooperate during the learning process. Various policies and strategic solutions are needed to address and overcome these problems and dilemmas (Faiz *et al.,* 2022). The curriculum is a mandatory tool that becomes a guide in the implementation of education and learning processes in schools. The curriculum was created as a reference in the development of the quality of education in accordance with the times.

Curriculum changes that occur aim as an effort to adjust the characteristics of education with various challenges and opportunities in order to adapt to the times that continue to change rapidly. In addition, curriculum changes occur because there are changes in systems and arrangements related to aspects of education. This is in line with the occurrence of changes in the political, cultural, social, economic, and social systems of science and technology can influence curriculum change. In this case, it means the curriculum moves in the direction of change and coexists with other dimensions or aspects (Astuti, 2022). Therefore, quality education is crucial for the progress of the state. The fact that even great teachers only have limited pedagogical skills makes it clear that there are issues with the quality of education.

Most teachers have relied solely on the teaching module created by MGMP without developing them according to student needs, according to surveys conducted by researchers. In addition, teachers rarely conduct self-evaluations of their own learning, such as analyzing their methods and outcomes. The teaching Module should be well thought out in order to ensure that students will find the material and assignments engaging and challenging. Students should talk to one another and work together to figure out solutions to learning challenges. Teacher should be able to create an environment where students are engaged, motivated, and excited to learn (Damayanti et al., 2022). Appropriate methodology and skillful teaching are necessary for academic achievement. Competent teacher possesses the knowledge, skills, and dispositions necessary to carry out his or her professional responsibilities as an educator.

Qualified educator will possess the following four skills: pedagogical, social, interpersonal, and professional. The ability to manage the learning process, which includes a) comprehension students; b) planning and implementing the learning process; c) evaluating the learning process; and, d) developing student potential, is what is meant by teachers who have pedagogical competence. Teachers who have social competence are able to interact positively with students, colleagues, and other community members (Nancy et al., 2020). Interpersonal competence relates to the attitude of the teacher, the teacher must have a good attitude. Professional competence means the teacher's ability to master learning materials broadly and deeply.

There are many good approaches and techniques in the teaching and learning process that can lead students to get maximum achievement, more precisely to do effective teaching. Even though the teacher has chosen the best approach to teach, it is not necessarily able to maximize student achievement, because every stage of learning in the classroom is not well planned. It is undeniable that planning learning is a very important thing to do. It can be seen that planning a lesson is not an easy thing to do. Planning a lesson can be the beginning of effective teaching if every aspect is developed from systematic principles. Teacher's role in improving the quality of learning by using the new curriculum. The role and challenges of teachers are of particular concern in the new curriculum policy.

The curriculum change policy
Nadiem Makarim, Menteri Pendidikan, Kebudayaan, Riset dan Teknologi (Mendikbudristek), launched the Merdeka Curriculum online on February 11, 2022. This curriculum has been pilot-tested in 2,500 pioneer schools since 2022 and is optional. Currently, some schools have adopted the Merdeka Curriculum as a learning approach that gives educators and learners the freedom and opportunity to explore learning according to their vision, mission and needs. The Merdeka Curriculum gives educators and students the freedom to determine learning content, methods and assessments according to their needs. The aim is to nurture students' interests and talents from an early age, with a focus on essential content, character development and competencies. According to Rosa (2023) Merdeka Curriculum is a curriculum with intra-curricular learning and diverse content so that students can be optimized and have sufficient time to explore concepts and strengthen students' competencies or skills.

In the Merdeka Curriculum, teachers have the flexibility to choose various teaching tools, so that learning can be tailored to the learning needs and interests of students. The Merdeka Curriculum uses project-based learning to strengthen the achievement of the Pancasila learner profile. This project is developed based on a specific theme determined by the school. Project-based learning (PBL) aims to support the character of learners to match the Pancasila Student Profile and is competency-based to enable complete learning. The Merdeka Curriculum also changes learning methods that were previously implemented in the classroom to learning outside the classroom, with the intention that students can discuss flexibly with 16 educators. With the learning process, it is expected to shape the character of students in expressing their opinions, as well as the ability to socialize in society. Students in the learning process of the Merdeka Curriculum are given freedom in elaborating their skills, so that educators can create super active and productive learning (Safitri et al., 2022).

Learning process in the Merdeka Curriculum is made by prioritizing a pleasant learning atmosphere without causing trouble to educators or students. The learning process is expected to be more comfortable and efficient, so that it can make students discuss directly by educators, learn outside the classroom, by forming characters that are independent, courageous, intelligent, sociable, civilized, polite, and competitive. This Merdeka learning curriculum was launched to face technological developments or the era of digitalization that requires students to be more competent. So that students will be the center of attention and students are also objects in the learning process. Students are taught to know how to collaborate both with their peers and with educators. Educators can also carry out the learning process more meaningfully, so that later students can apply their knowledge in their lives and are expected to be able to play an active role in their social environment. That way educators must also determine learning

media to support the learning process by collaborating technology with the learning process to form students who have skills in critical thinking, communication, collaboration, and creativity.

In line with the expert opinion above it can be concluded that the learning process in the Merdeka Curriculum focuses more on the material learned, resulting in deeper learning. Additionally, the time spent in the learning process is extended to develop students' competence and character through independent or group learning in real contexts (Rahayu et al., 2022). This curriculum is judged to be able to restore and restore the teacher's position with this flexibility. This is in line with the opinion that the freedom of teachers in the learning process is the meaning of being independent in authentic learning. The system of this curriculum is to provide opportunities as widely as possible to the teacher to design learning according to the characteristics of students.

"This curriculum can remove the stigma circulating in society, which says that teachers must deposit the results learn according to the competencies set by the curriculum (Faiz et al., 2022).

The structure includes intra curricular learning, which is designed to enable students to achieve the learning outcomes for each subject, as well as the strengthening the Pancasila student profile project, which is a co-curricular activity that combines knowledge exploration, skills development, and enhancement of the six dimensions of the Pancasila student profile (Nurhayati et al., 2022). Regarding the Merdeka Curriculum, Nadiem said education units were given the freedom to determine the three curricula to be chosen. The first choice is the complete 2013 Curriculum, the second option is the Emergency Curriculum, namely the simplified 2013 Curriculum, and the third option is the Merdeka Curriculum. Freedom is more flexible. There is local wisdom that can collaborate with vocation and conservation.

Even the advantages of natural resources in North Kalimantan can also be used as an exciting topic in implementing the curriculum in schools,". Nadiem continued that this simplification of the Emergency Curriculum was effective in mitigating learning lags. Schools that have moved to an Emergency Curriculum, then Drive Schools which are now implementing the Merdeka Curriculum, have reduced their learning loss by up to 50 percent. It is generally known that since 2020, education has undergone an astounding change with the Covid-19 pandemic. Policymakers have carried out various concepts of curriculum changes to adapt existing conditions.

In addition, the Merdeka Curriculum has a lot of learning tools. The assessment stage in the Merdeka Curriculum also requires a high level of analysis of students. Based on this opinion, it can be concluded that there are many challenges faced by a teacher in implementing this Merdeka Curriculum. Learning planning plays a significant part in assisting teachers in carrying out their responsibilities as educators as a teaching guideline. As a result, when creating learning plans, each teacher must pay attention to a variety of aspects of the learning system. Creating approaches that are specific to students' circumstances and conditions, creating pertinent information, and providing learning tools and learning media are a few examples.

Each teacher must consult the curriculum when creating a learning plan because, in addition to being knowledgeable enough to speak in front of students, teachers are also responsible for carrying out education, so they must also be knowledgeable about the knowledge, skills, and professional attitudes necessary to teach students (Poedjiastutie et al., 2018).

Without proper preparation, both teachers and students will feel bored. In the worst case, this will kill the desire to learn in class. If the lesson preparation is done, things will be different, the teacher's confidence will increase as they do not waste time worrying about what to do next, and the teacher can lead the classroom teaching better. Lessons become interesting and accessible to students.

The urgency of implementing the Merdeka Curriculum in junior high schools is significant in the context of developing education in Indonesia. This curriculum provides opportunities for teachers and students to be more innovative in developing learning strategies. This can motivate teachers to do new things to make learning more exciting and dynamic. In addition, students can participate in the creation of learning projects that match their interests and talents. So that it can increase students' drive and interest in learning (Nurjannah, 2020). Merdeka Curriculum development in secondary schools increases school ownership, responsibility, and accountability for student learning outcomes. School empowerment can also create an environment that is more responsive to change and innovation (Huda, 2020).

Challenges in the implementation of Merdeka Curriculum
Transitioning from the 2013 Curriculum to the Merdeka Curriculum, the government has provided schools previously using the 2013 Curriculum until the year 2021 to commence its adoption, with full implementation mandated by 2022. This transition necessitates proactive efforts in gathering information about the new curriculum. Teachers face the challenge of upskilling and enhancing their

professionalism to effectively navigate this curriculum shift, particularly in translating content standards into clear indicators, developing appropriate teaching materials, and establishing an effective evaluation system.

To ensure a successful transition, synchronization between curriculum content, information sources, and educational objectives is essential (Yehya, 2020). It also requires a well-defined set of steps, comprehensive strategies, vigilant monitoring, continuous evaluation, accessible assistance, advocacy for the curriculum's benefits, and an unwavering commitment to its continuity and further development throughout the implementation of the Merdeka Curriculum.

In designing teaching module for the Merdeka Curriculum, English teachers face a number of challenges that impact the effectiveness of teaching and learning. One of them is alignment with the curriculum's specific goals and objectives, which may require a deep comprehension of its guidelines. Additionally, some teachers may grapple with their own proficiency in the English language, making it challenging to teach English concepts and skills confidently.

Limited access to appropriate teaching materials and resources, such as textbooks and technology, can hinder the planning process. Engaging and motivating students in English lessons remains a continuous challenge, necessitating the creation of activities that capture students' interest. Moreover, determining effective assessment methods that align with the curriculum's objectives is complex. Addressing these challenges may involve professional development opportunities, collaboration with colleagues, and adopting innovative teaching methods to enhance the effectiveness of English teaching module in the context of the Merdeka Curriculum.

Research Questions

Although Widaningsih (2021) has researched the difficulties faced by teachers in designing thematic lesson plans at SD Negeri 1 Karanganyar Kebumen. The findings of the study include: teachers have difficulties in preparing thematic lesson plans, especially in determining themes, objectives, methods, and authentic assessment. This is different from the research to be carried out, which focuses on how to solve problems in designing the Merdeka Curriculum teaching module.

The second previous study was conducted by Ningsih (2022) researched the Merdeka Learning Policy to prepare the Learning Implementation Plan (RPP) for Indonesian subjects. The study results included, among others, a change in the Learning Implementation Plan (RPP) format from the original 13 components to 3 components. The preparation of the Learning Implementation Plan (RPP) must adhere to its main principles, namely: (1) efficiency, (2) effectiveness, and (3) student orientation. The simplification of the Learning Implementation Plan (RPP) for Indonesian Language subjects is considered more effective and efficient because it allows teachers to focus more on mastering the subject matter to be delivered to students. The difference between Ningsih (2022) research and this study is that this research focuses on identifying the challenges teachers face in designing teaching modules for the Merdeka Curriculum and English subjects.

Furthermore, research conducted by Solikhah and Purnomo (2022) explored the opportunities and challenges in the implementation of the Prototype Curriculum. Their findings indicate that the opportunity provided by the Prototype Curriculum lies in reducing the burden of teaching administration and making learning design more flexible, which can enhance the quality of learning. However, the challenge is related to teacher readiness, including attitude, emotions, knowledge, and behavior. The difference between Solikhah and Purnomo (2022) research and this study is that the latter focuses on identifying the challenges teachers face in designing Merdeka Curriculum teaching modules.

Although there has been research on lesson plans and Merdeka Curriculum, there has been no research that exclusively explores the English teachers solve the challenges in designing teaching modules for the Merdeka Curriculum. This creates a gap in the literature that requires further exploration. This research analyzes the English teachers solve the challenges in designing teaching modules for the Merdeka Curriculum using a qualitative descriptive method.

Research Objectives

This research aims to find out how English teachers solve the challenges in designing teaching modules for the Merdeka Curriculum.

MATERIAL AND METHODS

The research design for this study is descriptive qualitative because the researcher aimed to find out how English teachers solve the challenges in designing teaching modules for the Merdeka Curriculum. In the process of collecting data, the researcher visited SMAN 3 Selayar. The objective is to conduct interview with English teachers who are relevant to the research. For the analysis of data, the researcher employs a four-step approach based on the interview technique. These steps included collecting data, displaying data,

reducing data, and drawing conclusions or verification. By utilizing these techniques, the researcher aimed to obtain research results, which would then be reported in the findings.

RESULTS AND DİSCUSSİON
Results
The ways English teachers overcome challenges in designing Merdeka Curriculum teaching modules
According to Annizar et al. (2020), problem solving is a process or effort that uses all the knowledge, abilities, and understanding it has to find solutions to certain problems using certain approaches. Based on the results of the interview, there are several ways to overcome the challenges faced by English teachers in designing teaching modules for the *Merdeka* Curriculum, including:

1.1 The ways teachers overcome challenges in choosing the learning method or model to be used
a. To provide the learning process or materials needed by students

Extract 1

"...Guru A dan Guru C mengemukakan hal yang sama: Dari tantangan yang ada, kami harus menyediakan proses pembelajaran atau materi yang dibutuhkan siswa, jadi kami harus menawarkan proses pembelajaran yang berbeda kepada mereka."

(Teacher A and Teacher C said the same thing: From the challenges, we must provide the student with the learning process or materials they need, so we have to offer them different learning processes).

(Teacher A, 26$_{th}$ February 2024 & Teacher C, 20$_{th}$ March 2024)

b. School Facilities and Infrastructure, Student Character
Extract 2

"...Untuk mengatasi tantangan dalam memilih metode pembelajaran, saya mempelajari kelengkapan sarana prasarana sekolah secara keseluruhan dan karakter siswa, baru kemudian menentukan metode yang akan digunakan."

(To overcome the challenges in choosing learning methods, I study the overall completeness of the school infrastructure and the character of the students, and then determine the method to be used).

(Teacher B, 5$_{th}$ March 2024)

1.2 The ways teachers overcome challenges in choosing learning resources that can support learning success

a. Prioritizing locations that have a good internet connection, considering transportation costs, level of security, and availability of facilities and infrastructure in the destination location
Extract 3

"...Guru A dan Guru B berpendapat yang sama: Untuk mengatasi tantangan dalam memilih sumber belajar, saya memprioritaskan lokasi yang memiliki koneksi internet yang bagus dan mencari referensi dari berbagai sumber, termasuk internet, aplikasi Platform Merdeka Mengajar (PMM), dan sesi pelatihan. Sementara itu, dalam mengatasi tantangan terkait mengakses sumber belajar secara langsung, saya mempertimbangkan biaya transportasi, tingkat keamanan, serta ketersediaan sarana dan prasarana di lokasi yang dituju."

(Teacher A and Teacher B the same opinion: To overcome the challenge of selecting learning resources, I prioritized locations with reliable internet connections and sought references from various sources, including the internet, platform *Merdeka* teaching applications (PMM), and training sessions. Meanwhile, in overcoming challenges related to accessing learning resources directly, I considered transportation costs, the level of security, and the availability of facilities and infrastructure at the intended location).

(Teacher A, 26$_{th}$ February 2024 & Teacher B, 5$_{th}$ March 2024)

b. Guiding students to be able to practice what is explained
Extract 4

"...Dalam kurikulum Merdeka, kita tidak hanya memberikan materi kepada siswa, tetapi kita harus memberikan konsep dan pembelajaran yang kontekstual. Bukan hanya sekedar materi, tapi kita harus membawa mereka untuk mengetahui, memahami, dan melakukan pembelajaran secara kontekstual. Jadi, siswa kita bisa membayangkan, bisa melakukan, dan bisa membuatnya dalam kegiatan sehari-hari."

(In *Merdeka* curriculum, we have to give the student not just a material, but we have to give them conceptual, and give the contextual learning. Not just a material, but we have to bring them to know, to get it, and to do the contextual of the learning. So, our student can imagine, can do, and can make it in their daily activity)

(Teacher C, 20th March 2024)

1.3 The way teachers overcome challenges in creating trigger questions that are appropriate to the learning material

a. Student Character and Student Understanding

Extract 5

"...Guru A & Guru C mengemukakan hal yang sama: Pertama-tama, kita perlu memahami kemampuan, kemampuan, dan kebutuhan siswa dari asesmen yang sebelumnya dilakukan oleh guru BK. Setelah itu, baru kita bisa merencanakan dan melaksanakan proses pembelajaran."

(Teacher A & Teacher C said the same thing: First of all, we need to understand the abilities, abilities, and needs of students from the assessment previously conducted by the BK teacher. After that, we can plan and carry out the learning process).

(Teacher A, 26th February 2024 & Teacher C, 20th March 2024)

b. Searching for vocabulary, reading teaching manuals, searching the internet, and discussing with other English teachers

Extract 6

"...Untuk mengatasi tantangan dalam membuat pertanyaan pemicu yang sesuai dengan materi pembelajaran, salah satu caranya adalah dengan mencari kosakata yang berhubungan dengan materi yang umum dan mudah dipahami oleh siswa. Hal ini dapat dilakukan dengan membaca buku panduan pengajaran, mencari di internet, dan berdiskusi dengan guru bahasa Inggris lainnya."

(To overcome the challenge of creating trigger questions that are appropriate to the learning material, one method is to find vocabulary related to the material that is common and easily understood by students. This can be done by consulting teaching manuals, searching the internet, and discussing it with other English teachers).

(Teacher B, 5th March 2024)

1.4 The ways teachers overcome challenges in designing assessments

a. Analyzed students' level of understanding and made several assessments

Extract 7

"...Guru A dan Guru C mengemukakan hal yang sama: Untuk mengatasi tantangan dalam merancang penilaian, saya menganalisa tingkat pemahaman siswa dari kelas sebelumnya dan kemudian membuat beberapa instrumen penilaian yang sesuai dengan tingkat pemahaman siswa."

(Teacher A and Teacher C said the same thing: To overcome the challenge of designing assessments, I analyzed the level of understanding of students from the previous class and then created several assessment instruments that matched the level of understanding of the students).

(Teacher A, 26th February 2024 & Teacher C, 20th March 2024)

b. Creating multiple assessments

Extract 8

"...Untuk mengatasi tantangan dalam merancang penilaian, yaitu kita harus membuat beberapa instrumen penilaian yang sesuai dengan karakteristik peserta didik dan mengatur alokasi waktu pelaksanaan penilaian."

(To overcome the challenges in designing assessments, that is one must create several assessment instruments that align with the characteristics of the learners and organize the time allocation for conducting the assessment).

(Teacher B, 5th March 2024)

1.5 The ways teachers overcome challenges in enrichment activities

a. Create questions with a higher level of difficulty

Extract 9

"...Salah satu cara saya mengatasi tantangan dalam merancang kegiatan pengayaan adalah dengan membuat pertanyaan dengan tingkat kesulitan yang lebih tinggi dari pertanyaan sebelumnya untuk menstimulasi kemampuan penalaran siswa."

(One way I overcame the challenges in designing enrichment activities by creating questions with a higher level of difficulty than the previous ones to stimulate students' reasoning abilities).

(Teacher A, 26th February 2024)

b. Searching for vocabulary that is easy for students to understand from various sources and discussing the material taught with other English teacher friends

Extract 10

"...Salah satu cara saya untuk mengatasi tantangan dalam merancang kegiatan pengayaan adalah dengan mencari di internet, mendiskusikan materi yang diajarkan dengan teman-teman guru bahasa

Inggris lainnya, dan kemudian membuat soal-soal yang tingkat kesulitannya lebih tinggi dari soal- soal sebelumnya, sehingga dapat menstimulasi kemampuan bernalar siswa."

(One way to overcome the challenges in designing enrichment activities is to search the internet, discuss the material taught with other English teacher friends, and then create questions with a higher level of difficulty than the previous ones, thus stimulating students' reasoning skills).

(Teacher B, 5$_{th}$ March 2024)

c. Providing more materials

Extract 11

"...Menurut saya tidak ada perbedaan dibandingkan dengan penilaian sebelumnya. Mengenai pengayaan, kami perlu memberikan lebih banyak materi yang berkaitan dengan mata pelajaran kami. Selain itu, kami juga harus menunjukkan kepada mereka bagaimana cara mengintegrasikan materi- materi tersebut ke dalam kegiatan sehari-hari."

(I think there are no more differences compared to the previous assessment. Regarding enrichment, we need to provide them with more and more materials related to our subject. Additionally, we should show them how to integrate these materials into their daily activities).

(Teacher C, 20$_{th}$ March 2024)

1.6 The way teachers overcome other challenges in designing teaching modules

a. Utilizing the break time

Extract 12

"...Guru A dan Guru B berpendapat yang sama: Untuk mengatasi tantangan-tantangan tersebut, saya menyarankan untuk memanfaatkan waktu istirahat dalam merancang modul pengajaran secara bertahap."

(Teacher A and Teacher B the same opinion: To overcome these challenges, I suggest utilizing break times to design teaching modules gradually).

(Teacher A, 26$_{th}$ February 2024 & Teacher B, 5$_{th}$ March 2024)

b. Adjusting the material to be taught to the conditions of the students' surroundings

Extract 13

"...Jadi harus betul-betul disesuaikan apa yang di butuhkan murid kita jadi kita tidak boleh hanya mengadopsi materi yang berasal dari buku mata Pelajaran. Materi yang kita berikan harus benar-benar sesuai dengan keseharian mereka jadi jangan sampai materi yang ada di buku berbicara tentang laut, tentang perkotaan. Sementara kita berada di sebuah desa atau perkampungan yang sama sekali tidak ada lautnya."

(So, must really be tailored to what our students need so we can't just adopt the material that comes from the textbook. The material we provide must really be in accordance with their daily lives so don't let the material in the book talk about the sea, about cities. While we are in a village or township that has no sea at all).

(Teacher C, 20$_{th}$ March 2024)

DISCUSSION AND CONCLUSION

(Teacher A, 26$_{th}$ February 2024 & Teacher B, 5$_{th}$ March 2024)

Extract 26

"...Jadi harus betul-betul disesuaikan apa yang di butuhkan murid kita jadi kita tidak boleh hanya mengadopsi materi yang berasal dari buku mata Pelajaran. Materi yang kita berikan harus benar-benar sesuai dengan keseharian mereka jadi jangan sampai materi yang ada di buku berbicara tentang laut, tentang perkotaan. Sementara kita berada di sebuah desa yang sama sekali tidak ada lautnya."

(So, must really be tailored to what our students need so we can't just adopt the material that comes from the textbook. The material we provide must really be in accordance with their daily lives so don't let the material in the book talk about the sea, about cities. While we are in a village that has no sea at all).

(Teacher C, 20$_{th}$ March 2024)

How English teachers overcome the challenges faced in designing Merdeka Curriculum teaching modules, namely: provide the learning process or materials needed by students, school facilities and infrastructure, student character, prioritizing locations that have a good internet connection, considering transportation costs, level of security, and availability of facilities and infrastructure in the destination location, guiding students to practice what has been explained, understand student abilities, student capabilities, and student needs, searching for vocabulary, reading teaching manuals, searching the internet, and discussing with other English teachers, analyzed students' level of understanding and made several assessments, creating multiple assessments, create questions with a higher level of difficulty, providing more materials, adjusting the material to be taught to the conditions of the students' surroundings.

This research has important implications for education, including: development of resources and teaching materials, training and professional development needs, evaluation and assessment, customization of learning approaches, and collaboration and support among teachers.

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