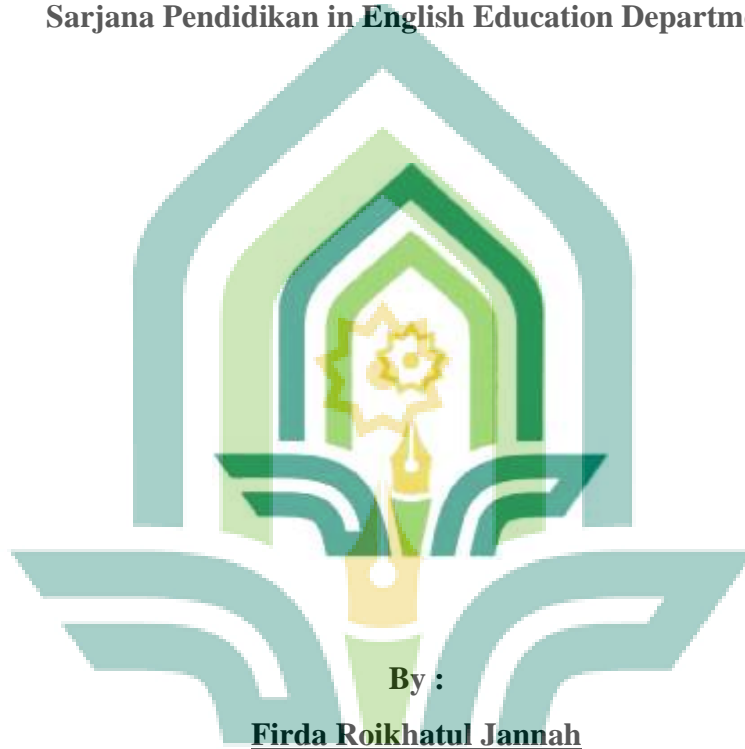


**EFL TEACHERS' CHALLENGES AND COPING
STRATEGIES IN DEVELOPING MERDEKA CURRICULUM
LESSON PLANS IN JUNIOR HIGH SCHOOL**

A THESIS

**Submitted in Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan in English Education Department**



SN.2521054

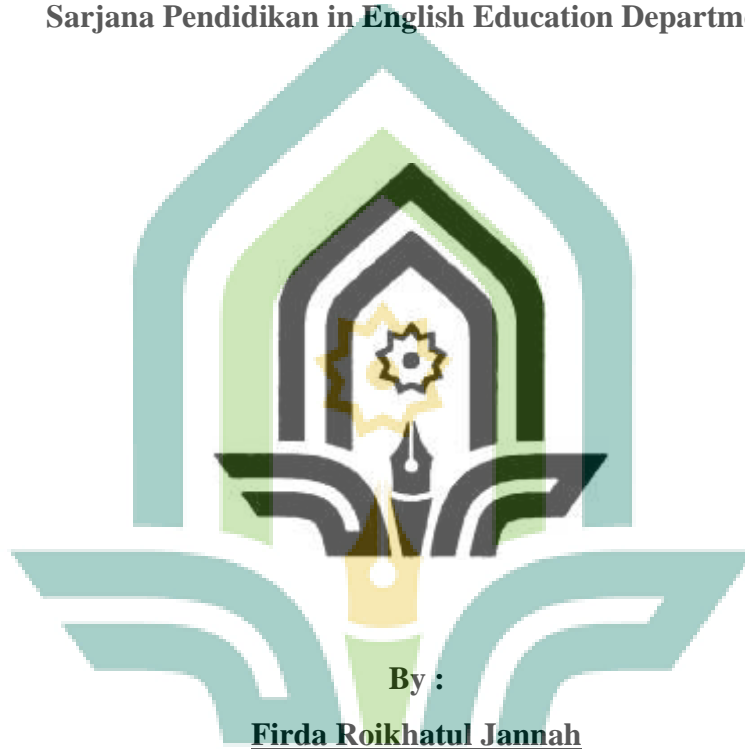
**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN**

2025

**EFL TEACHERS' CHALLENGES AND COPING
STRATEGIES IN DEVELOPING MERDEKA CURRICULUM
LESSON PLANS IN JUNIOR HIGH SCHOOL**

A THESIS

**Submitted in Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan in English Education Department**



SN.2521054

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN**

2025

SURAT PERNYATAAN KEASLIAN SKRIPSI

Dengan ini saya

Nama : Firda Roikhatul Jannah

NIM : 2521054

Program Studi : Tadris Bahasa Inggris

Menyatakan bahwa yang tertulis dalam skripsi yang berjudul **“EFL TEACHERS CHALLENGES AND COPING STRATEGIES IN DEVELOPING MERDEKA CURRICULUM LESSON PLANS IM JUNIOR HIGH SCHOOL”** ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan yang melanggar etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti ditemukan pelanggaran terhadap etik keilmuan, maka saya secara pribadi bersedia menerima sanksi hukum yang dijatuhkan.

Demikian pernyataan ini, saya buat dengan sebenar-benarnya.

Pekalongan, 28 Februari 2025



Firda Roikhatul Jannah
Nim. 2521054

NOTA PEMBIMBING

Kepada
Yth. Dekan FTIK
UIN K.H. Abdurrahman Wahid
c/q. Ketua Program Studi Tadris Bahasa Inggris
di
PEKALONGAN

Assalamu'alaikum Wr. Wb

Setelah diadakan penelitian dan perbaikan seperlunya, maka bersama ini saya kirimkan naskah skripsi saudara:

Nama : FIRDA ROIKHATUL JANNAH

NIM : 2521054

Prodi : Tadris Bahasa Inggris

Judul : **EFL TEACHERS CHALLENGES AND COPING STRATEGIES
IN DEVELOPING MERDEKA CURRICULUM LESSON PLANS
IN JUNIOR HIGH SCHOOL**

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN. K.H. Abdurrahman Wahid Pekalongan untuk diajukan dalam sidang munaqosah

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya , disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Pekalongan, 25 Februari 2025
Pembimbing,



Hafizah Ghany Havudinna, M.Pd.
NIP.199004122023212051



APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid.Pekalongan, confirms that the undergraduate thesis by :

Nama : **FIRDA ROIKHATUL JANNAH**
NIM : **2521054**
Judul Skripsi : **EFL TEACHERS' CHALLENGES AND COPING STRATEGIES IN DEVELOPING MERDEKA CURRICULUM LESSON PLANS IN JUNIOR HIGH SCHOOL**

Has been examined and approved by the panel of examiners on March 12, 2025 As a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd) in English education.

The Examiners

Examiner I

Examiner II


Dewi Puspitasari, M.Pd.
NIP. 19790221 200801 2 008



Riskiana, M.Pd
NIP. 19760612 199903 2 001

Pekalongan March 14, 2025

Assigned by

The Dean of FTIK UIN Pekalongan.




Prof. Dr. H. Moh. Sugeng Solehuddin, M.Ag.
NIP. 19730112 200003 1 001

ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim...

Alhamdulillah....

First and foremost, I would like to express my gratitude to Allah SWT for His extraordinary grace and guidance, which allowed me to complete this thesis smoothly and without obstacles. I also want to thank the great Prophet Muhammad SAW, who serves as an inspiration to me. I am especially grateful to Mrs. Hafizah Ghany Hayudinna, my supervisor, for her unwavering patience and willingness to guide me toward earning my S.Pd. degree. Additionally, I would like to extend my thanks to all the lecturers in the English Language Education Study Program at UIN KH. Abdurrahman Wahid Pekalongan for providing invaluable knowledge that will benefit me both now and in the future.

The journey toward learning my S.Pd. has been a challenging yet rewarding experience, one that I owe largely to the incredible support of my extended family, especially my parents. Mr. Rochman Setyarsono, and Mrs. Siti Fadhilah has been my pillar of strength throughout this endeavor. Thank you for being my guiding light and always creating a space where I could return, regardless of the circumstances I faced. Your love and dedication have made this journey possible, and I will forever cherish the sacrifices you have made for my future. I would like to express my gratitude to my younger brother, M. Faydhur Rochman, for being there to accompany and entertain me when I felt overwhelmed. I also want to thank my other family members and friends who have supported me throughout this journey and created beautiful memories together.

MOTTO

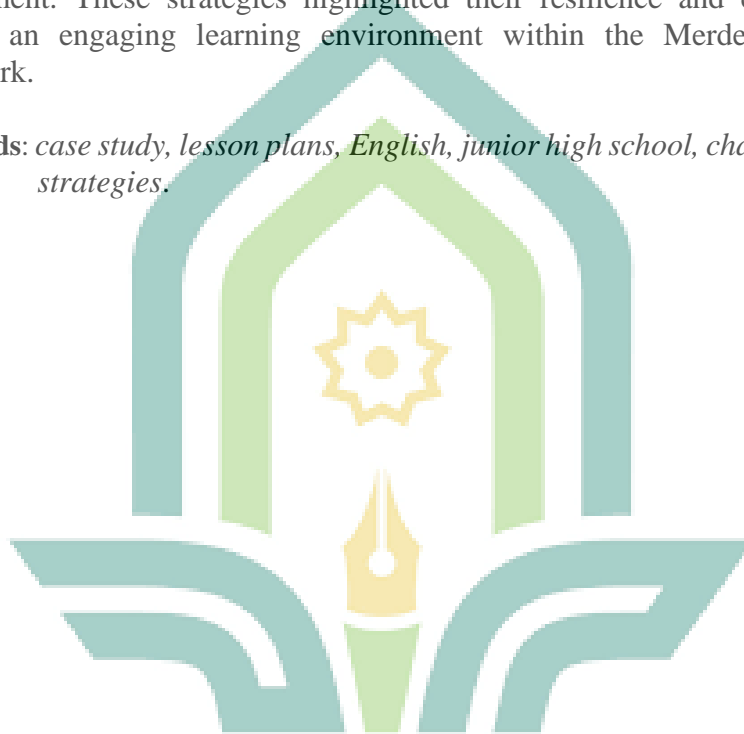
“Intelligence is sexy, Don’t play stupid”



ABSTRACT

This study investigated the challenges and strategies of English as a Foreign Language (EFL) teachers developing lesson plans under the Merdeka Curriculum at a junior high school in Pekalongan, Central Java. Through semi-structured interviews and documentation analysis, four key challenges emerged: understanding the Merdeka Curriculum's core concepts, implementing differentiated learning strategies, selecting appropriate teaching materials, and managing time effectively. To address these challenges, teachers engaged in collaborative discussions, used differentiated instructional methods, carefully selected materials aligned with student interests, and prioritized effective time management. These strategies highlighted their resilience and commitment to creating an engaging learning environment within the Merdeka Curriculum framework.

Keywords: *case study, lesson plans, English, junior high school, challenges, coping strategies.*



ABSTRAK

Penelitian ini menyelidiki tantangan dan strategi guru Bahasa Inggris sebagai Bahasa Asing (EFL) dalam mengembangkan rencana pelajaran di bawah Kurikulum Merdeka di sebuah sekolah menengah pertama di Pekalongan, Jawa Tengah. Melalui wawancara semi-terstruktur dan analisis dokumentasi, empat tantangan utama muncul: memahami konsep inti Kurikulum Merdeka, menerapkan strategi pembelajaran diferensiasi, memilih materi pengajaran yang tepat, dan mengatur waktu secara efektif. Untuk mengatasi tantangan ini, guru terlibat dalam diskusi kolaboratif, menggunakan metode pengajaran dieferensiasi, memilih materi yang selaras dengan minat siswa, dan memprioritaskan manajemen waktu yang efektif. Strategi ini menyoroti ketahanan dan komitmen mereka untuk menciptakan lingkungan belajar yang menarik dalam kerangka Kurikulum Merdeka.

Kata kunci: *studi kasus, rencana pelajaran, Bahasa Inggris, sekolah menengah pertama, tantangan, strategi penanggulangan.*



PREFACE

Praise and gratitude be to God Almighty, who has granted me the strength, patience, and perseverance to complete this undergraduate thesis titled "**EFL TEACHERS CHALLENGES AND COPING STRATEGIES IN DEVELOPING MERDEKA CURRICULUM LESSON PLANS IN JUNIOR HIGH SCHOOL**". The writing of this thesis has been a journey filled with challenges, learning experiences, and invaluable insights. Throughout this process, I have gained a deeper understanding of EFL Teachers' Challenges and Coping Strategies in developing Merdeka Curriculum Lesson plans, which I hope will contribute meaningfully to the field of UIN K.H. Abdurrahman Wahid Pekalongan. Despite the difficulties encountered, the research process has been a rewarding opportunity for academic growth and personal development.

I would like to extend my sincere gratitude to:

1. The Chairperson of the English Education Department and Teachers Training of UIN K.H. Abdurrahman Wahid Pekalongan, Mr. Ahmad Burhanuddin, M.A
2. Mrs. Hafizah Ghany Hayudinna M.Pd, as my thesis supervisor, for their unwavering guidance, constructive feedback, and continuous support throughout this research.
3. All lectures of the English Department for their valuable insights and encouragement.
4. My family, Mr. Rochman Setyarsono and Mrs. Siti Fadlilah whose endless support, prayers, and motivation have been my greatest source of strength.

5. My little Brother, M. Faydhur Rochman thanks for being there to accompany and entertain me when I felt overwhelmed.
6. To my friends, Potopota, Bismillah, Nyai, Martuah, and Badprik, who have provided moral support and assistance in various ways throughout this journey.
7. All participants whose cooperation and participation have been crucial in completing this research.
8. Last, I am grateful to myself for enduring, fighting, and trying to get to this point.

Pekalongan, Maret 2025

The writer



TABLE OF CONTENT

COVER	i
LEMBAR PERNYATAAN KEASLIAN SKRIPSI	ii
NOTA PEMBIMBING	iii
APPROVAL SHEET	iv
ACKNOWLEDGMENTS	v
MOTTO	vi
ABSTRACT	vii
PREFACE	ix
TABLE OF CONTENTS	xi
LIST OF APPENDICIES	xiii
CHAPTER I INTRODUCTION	1
1.1 Background of Study	1
1.2 Formulation of Problems	4
1.3 Aims of Study	5
1.4 Operational Definition	5
1.5 Significance of Study	6
CHAPTER II LITERATURE REVIEW	7
2.1 Literature Review	7
2.1.1 Definition of a Lesson Plan	7
2.1.2 Step Designing of a Lesson Plan	8
2.1.3 Component of the lesson plan in the Merdeka curriculum	11
2.1.4 Challenges in Developing Merdeka Curriculum Lesson Plan	17
2.1.5 Coping Strategies In Developing Merdeka Curriculum Lesson Plan	21
2.2 Previous Study	25
2.3 Conceptual Framework	28

CHAPTER III RESEARCH METHODOLOGY	29
3.1 Research Design	29
3.2 Research Context	29
3.3 Setting and Participant	30
3.4 Data Collection	30
3.5 Data Analysis	31
CHAPTER IV FINDINGS AND DISCUSSIONS	34
4.1 Findings	34
4.1.1 EFL Teacher's Challenges in Developing Merdeka Curriculum Lesson Plans	34
4.1.2 EFL Teachers Coping Strategies in Developing Merdeka Curriculum Lesson Plans	39
4.2 Discussion	42
4.2.1 EFL Teacher's Challenges in Developing Merdeka Curriculum Lesson Plans	43
4.2.2 EFL Teachers Coping Strategies in Developing Merdeka Curriculum Lesson Plans	48
CHAPTER V CONCLUSION	53
5.1 Conclusion	53
5.2 Recommendation	54
REFERENCES	
ENCLOSURE	

CHAPTER I

INTRODUCTION

1.1 Background of Study

Lesson planning is the first stage before the learning process begins. Farell (2002) states that a lesson plan is a written description of how students will move toward achieving specific goals. Emiliasari and Jubaedah (2019) add that lesson plans help teachers keep the course organized and avoid stagnation, which boosts their confidence in the classroom. Teaching without a plan often leads to failure or inadequate outcomes in the learning process (Alanazi, 2019). Therefore, to ensure that the teaching process is organized from start to finish, every prospective teacher needs a well-structured plan and clear actions to take during the learning process per the applicable curriculum.

Merdeka curriculum is the embodiment of shaping the values and character of our nation. Based on this curriculum, lesson plan components are divided into 3, namely fundamental components (school identity, a profile of a Pancasila student, target student, etc.), essential components (learning goals, preparing for learning, learning activities, assessment, remedial, reflection, etc.), and attachments (Worksheet, reading book, glossary, and references) (Fatah, 2023). Since the other components are complementary, teachers can add more as needed.

Lesson plans are created using the following principles: effectiveness, efficiency, and student orientation (Brown, 2001). This demonstrates that teachers need to be proficient and efficient in creating lesson plans to meet

learning objectives. Effectiveness means the lesson plan should help students understand key concepts and skills. Teachers must know their subjects well and use various teaching strategies. This includes encouraging active learning, promoting group work, and adapting lessons to meet different learning needs (Farhang, 2023).

Efficiency involves using time and resources wisely. Teachers should organize the materials and activities to create smooth lessons (Sahib, 2021). Using technology to make teaching more effective or design assignments that reinforce learning without overwhelming students. Student orientation means placing students at the center of learning. Teachers should consider learning styles, preferences, and interests when planning lessons (Sumarningsih, 2025). This might mean giving students choices in assignments or using their feedback to improve lessons.

Even though these principles are important, teachers often face many challenges when making lesson plans. These challenges include time limits, different student abilities, and a lack of resources. Managing classroom dynamics while meeting diverse needs can complicate planning. To overcome these issues, teachers need to be creative, and adaptable, and continue developing their skills in lesson planning (Arviansyah & Shagena, 2022).

According to Putri (2023), some challenges faced by teachers when preparing lesson plans for the independent curriculum are as follows: (1) The format is different from previous research, (2) teachers do not yet understand the stages of lesson plan preparation, (3) difficulties with materials and school

facilities. Rumiati's (2024) study also identified additional difficulties teachers have, such as their low initial understanding and proficiency of the subject matter and context, which makes it challenging for them to create triggering questions. The content offered still refers to the prior curriculum rather than vital content since teachers are still learning how to integrate learning outcomes into learning objectives. Teachers' references to learning models that support differentiated instruction are also limited.

The challenge requires teachers to find strategies to achieve effective learning by the provisions of the independent curriculum. One of the strategies that can be applied is collaborating with colleagues to share experiences and resources so that teachers can support each other in designing innovative and relevant lesson plans (Abad, 2024). In addition, teachers also need to participate in regular training and professional development to gain a deeper understanding of the principles of the Independent Curriculum and how to implement it in the classroom. The use of technology in lesson planning and implementation can also help teachers create engaging and interactive learning experiences for students (Putra & Aryani, 2019). By implementing these strategies, it is hoped that teachers can overcome existing challenges and develop lesson plans that not only meet curriculum standards but also enhance student engagement and academic achievement.

Teachers utilize a range of strategies to develop engaging lesson plans that significantly enhance students' learning outcomes (Brown, 2001). These strategies may include incorporating interactive activities, utilizing multimedia

resources, and integrating real-world applications to make the material relevant and interesting. When creating a lesson plan, teachers meticulously organize their teaching approach to ensure a logical flow of information from the introduction to the conclusion. This organization allows them to effectively manage classroom time, ensuring that all necessary content is covered while also allowing for student engagement and participation (Harmer 2007). By thoughtfully considering the timing and structure of each lesson, teachers can create a dynamic learning environment that maximizes student understanding and retention of the material.

Conducting research is essential to understanding the challenges teachers face, such as limited resources, diverse student learning styles, and pressures from educational standards. It is also important to explore the strategies teachers use to overcome these obstacles and improve their practices. By focusing on these areas, we can ensure that lesson plans meet students' diverse needs and align with the Merdeka curriculum, fostering an engaging learning environment that promotes student growth and achievement.

1.2 Formulation of Problems

Based on the background of studies, this research has several questions, as follows:

1. What challenges did EFL teachers face in developing Merdeka curriculum lesson plans?
2. What strategies did EFL teachers use to cope with the challenges in developing Merdeka curriculum lesson plans?

1.3 Aims of Study

The aims of this research are as follows:

1. To explore the challenges of EFL teachers in developing Merdeka curriculum lesson plans.
2. To explain the strategies teachers use to address these challenges effectively.

1.4 Operational Definition

1.4.1 Lesson plan

Brown (2001) defines a lesson plan as a collection of activities that represent steps along a curriculum in which you have a pause (a day or more) to assess and get ready for the next lesson.

1.4.2 Challenge

Peter Senge (2003) said that a challenge is a complex and often unexpected problem that requires systemic thinking and collaboration to solve.

1.4.3 Coping Strategies

Lazarus and Folkman (1984) argue that strategic coping is a cognitive and behavioral process used by individuals to deal with stress and challenges.

1.5 Significance of Study

1.5.1 Theoretical Significance

This study contributes to the existing body of knowledge on lesson planning, differentiated instruction, and teacher adaptation in curriculum changes.

1.5.2 Practical Significance

The findings from this study can be used to design more suitable training programs for teachers and assist them in creating more effective lesson plans, thereby enhancing students' learning experiences.



CHAPTER V

CONCLUSION

5.1 Summary of The Findings

This study explored the challenges faced by EFL teachers in developing lesson plans under the Merdeka Curriculum and the strategies they use to overcome these difficulties. Findings from semi-structured interviews with two junior high school teachers revealed several key challenges and coping strategies that shaped their teaching practices.

One of the key challenges identified was understanding the Merdeka Curriculum. Teachers expressed difficulty in understanding the framework and terminology, as well as in implementing the curriculum without a structured guide. In addition, selecting appropriate teaching materials proved to be another significant challenge. With greater autonomy in selecting materials, teachers often struggled to find resources that were engaging and suited to the proficiency levels of their students.

Differentiating instruction to meet the needs of diverse students was another major hurdle. Teachers needed to balance the different abilities of students in the same class, which required additional preparation and effort. Furthermore, managing time efficiently remained a pressing concern, as teachers were often overwhelmed with multiple responsibilities, forcing them to extend their work beyond school hours.

Despite these challenges, teachers adopted various coping strategies to cope with the demands of lesson planning. Engaging in professional

development and peer collaboration are important approaches, allowing educators to exchange ideas, share resources, and seek guidance from colleagues. Adapting instructional materials by modifying content, simplifying complex text, and incorporating multimedia tools helps ensure that lesson plans align with student needs and learning objectives. Differentiation strategies, such as grouping students by ability level and providing structured learning experiences, play a critical role in meeting varying learning needs.

To address time management challenges, teachers adopt structured planning techniques. Allocating dedicated time for lesson planning, prioritizing tasks effectively, and breaking large tasks into smaller, more manageable steps help reduce workload stress and ensure more efficient lesson development. These coping strategies enable teachers to navigate the complexities of the Independent Curriculum while improving the overall effectiveness of their teaching practices.

5.2 Recommendation

This study still has many shortcomings in various aspects. The researcher hopes that further researchers can study more deeply about the preparation of lesson plans in the Independent Curriculum. Based on the findings, several recommendations are proposed to support teachers in preparing lesson plans in the Independent Curriculum. Schools and educational institutions should provide comprehensive training programs to equip teachers with the skills needed to prepare lesson plans effectively. Detailed curriculum guidelines, including lesson plan examples and sample materials, should be provided to

help educators adapt to curriculum expectations. Teachers should be actively involved in peer learning communities to exchange best practices and seek mentoring opportunities. Utilizing digital resources and open educational materials can further assist in the selection and adaptation of materials. Implementing effective time management strategies, such as scheduling specific planning periods and prioritizing teaching tasks, will help teachers balance their workload more efficiently.



REFERENCES

- Abad, D. J. et.al. (2024). Challenges and Coping Strategies of Students During Educational Disruptions: Designing Resilient Learning plans. *International Journal of Multidiciplinary Research and Analysis*. Vol.7(7). Doi: 10.47191/ijmira/v7-i07-71
- Alanazi, M.H. (2019). A Study of the Pre-Service Trainee Teachers Problems in Designing Lesson Plans. *Arab World English Journal*, 10(1), 166–182. <https://doi.org/10.24093/awej/vol10no1.15>
- Arviansyah, M. R., & Shagena, A. (2022). Tantangan dan Peran dari Guru dalam Kurikulum Merdeka Belajar. *Jurnal Ilmiah Kependidikan*, 15(1), 219–232.
- Azizah, K. (2024). English teachers' Readiness in designing lesson plan based on curriculum merdeka at Vocational School Number 1 Jambi. *JR-ELT (Journal of Research in English Language Teaching)*, 8, 1–12. <https://doi.org/10.30631/jr-elt.v8i1.68>
- Braun.V & Clark.V. (2006). Using Thematic Analysis in Psychology. Qualitative Research. *University of The West of England*. Vol.3(2).
<Http://dx.doi.org/10.1191/1478088706qp063oa>
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Englewood Cliffs, NJ: Pearson Education.
- Creswell, J. W. (2007). *Qualitative Inquiry and Research Design: Chosing among Five Approaches*. *Thousands Oaks: Sage Publications*. 53-84.
- Ita, E. et. al. (2024). Tantangan Perencanaan Pembelajaran Berbasis Kurikulum Merdeka Pada Pendidikan Anak Usia Dini. *AULAD: Journal on Early Childhood*. Vo.7. No.3.685-691.
- Farhang, Q., Hashemi, S. S. A., & Ghorianfar, S. M. (2023). *Lesson plan and its importance in teaching process*. *International Journal of Current Science Research and Review*, 6(8), 5901-5913.
<https://doi.org/10.47191/ijcsrr/V6-i8-57>
- Farhi, S. (2021). *The English Teachers' Problems in Designing Lesson Plan At Islamic Boarding School of Al-Qur'an Harsallakum Bengkulu Thesis*.
- Fatah, F. S. (2023). *Difficulties in designing lesson plan based on Merdeka Belajar curriculum: A study of Vocational High School English teachers in Banyumas Regency*.

- Fitriyanti, A.N.(2019). The problems faced by English Teachers in making lesson plans. Makassar Muhammadiyah University.
- Gregory, G. H., & Chapman, C. (2012). *Differentiated instructional strategies: One size doesn't fit all* (3rd ed.). Corwin Press.
- Maulani, D.R. (2019). *The analysis teachers lesson plan and its implementation in the classroom*. Universitas Islam Negeri Ar-Raniry Banda Aceh.
- Mashuri, S., Sarib, M., Rasak, A., & Alhabsyi, F. (2022). Semi-structured Interview: A Methodological Reflection on the Development of a Qualitative Research Instrument in Educational Studies Ruslin. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 12(1), 22–29. <https://doi.org/10.9790/7388-1201052229>
- Putra, D. E., & Aryani, Z. (2019). Tantangan dan Strategis Yang Digunakan Guru Dalam Kurikulum Merdeka Di Era Digital. *Jurnal Cita Pendidikan. Vol.3. No.1*. <https://doi.org/10.00000/kp6qqy33>
- Rohmawati, I. (2023). An Analysis of Lesson Plan Used By English Teacher Based on 2013 curriculum at SMP Ta'mirul Islam Surakarta In academic year 2022/2023. *Raden Mas Said State Islamic University Surakarta. Repository Uin Surakarta*.
- Rumiati, et. al. (2024). Hambatan dan Tantangan dalam Penerapan Kurikulum Merdeka Terhadap Proses Pembelajaran di SDN 1 Yogyakarta. *Jurnal Pendidikan Guru Sekolah Dasar. Vol.1,No.3. 1-7*.
- Sahib, A., Danim, S., Sahono, B., & Somantri, M. (2021). The implementation of classroom management in teaching and learning activities. *International Journal of Multicultural and Multireligious Understanding*, 8(4), 562. <http://dx.doi.org/10.18415/ijmmu.v8i4.2587>
- Saputri, R. N. (2023). *The Analysis of English Lesson Plan and Its Implementation in Online Learning at 7th Grade of SMP AlIrsyad Al-Islamiyyah Purwokerto. 1617404040*.
- Silmi, O. (2023). Pre-service English teachers strategies in designing teaching modules in Merdeka Belajar Curriculum. *State Islamic Institute of Curup. IAIN Curup Repository*
- Sokhira, B., Vinde, L., & Pd, M. (2016). Designs of English Lesson Plan in Vocational School. *English Education: English Journal ...*, 4(1), 45–59. <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/1191%0A>

Sumarningsih, Ramadhan, R., Iswati, H. D., Tias, S. A., & Chakim, N. (2025). The analysis of student teacher's lesson plan in implementing student-centered learning approach. *Cetta: Jurnal Ilmu Pendidikan*, 8(1), 145.

Tanio, G.I, et.al. (2024). Analysis of Social Studies Teacher Problem in Developing Lesson Plans of Merdeka Curriculum. *Jurnal Teori dan Praksis Pembelajaran IPS*, Vol.9 No.2
<http://dx.doi.org/10.17977/um022024p80>

Wahyudin, D., et.al. (2024). Kajian Akademik Kurikulum Merdeka. *Pusat Kurikulum dan Pembelajaran Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi*.

