

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Definition of Classroom Management

According Astuti (2019), defining classroom management is one of the efforts by teacher to planning systematic and directed learning. This includes planning materials, providing facilities and infrastructure, and organizing the layout of the classroom. All of this aims to make comfortable learning conditions for students and teachers. In addition, as said by Saricoban (2006), classroom management is one of the strategies designed by a teacher to create enjoyable learning for students starting from room arrangement, utilization of resources and facilities available at school.

Another opinion by Bonab et al. (2015) classroom management is a person's effort in organizing learning time, classroom environment, available facilities, and students effectively, to make orderly and support the achievement of optimal learning outcomes. Classroom management is the ability to planned the organizing the learning environment as a whole to make a classroom atmosphere that is safe, orderly, also contribute to achieving maximum learning outcomes. So this case, the creativity of an educator is needed in utilizing the resources, time, and facilities available at school.

2.1.2 The Purpose of Classroom Management

As suggested by Nurlatifah et al. (2024) objective of classroom management is to make learning activities well organized so that learning is carried out effectively and learning objectives can be achieved and it is easy for teachers or educators to know the progress of their students in learning. Furthermore Asngari and Hidayah (2022) said classroom management aims to optimize student participation in classroom learning to achieve clear and precise learning outcomes. Therefore, effective classroom management is closely related on the effectiveness of student competency achievement.

In addition Salmiah et al. (2022) stated the purpose of classroom management is to create a conducive learning environment by minimizing

distractions or obstacles, providing facilities in accordance with existing resources, and guiding students according to their needs and character so that their potential is optimally developed. Based on some previous opinions, classroom management have objective to make plane a systematic also safe learning atmosphere that can encourage learners active involvement, as well as provide guidance according to their needs and characters, and efficiently and students' potential can be optimally developed.

2.1.3 Components of Classroom Management

In this point Herliani et al. (2024) said there are the components of classroom management that consists of several parts.

- a. Classroom physical arrangement. This means that the classroom layout and the arrangement of chairs also tables as well as students have an impact on the continuity of learning. Furthermore to teaching skills, teachers also need to arrange seating to support learning, especially in language classes. There are four seating models:
 - Neat rows: allow the teacher to reach all students and maintain collective attention.
 - Circle or horseshoe: encourages student communication and expression because the teacher is close to the students.
 - Separate tables: allows small group work, more relaxed interaction and direct observation by the teacher.
 - Seated pairs: two students sit together, encouraging limited interaction and reducing distractions, suitable for focused work.
- b. Regulations and polarization of activities. Teachers and students establish class regulations and polarization of activities (such as timely assignment submission and completeness of textbooks and others) so that learning activities run smoothly and efficiently without many distractions.
- c. Building positive relationships. Good relationships between teachers and students create a classroom atmosphere that supports openness and cooperation. These relationships are important for students' academic success and social-emotional development.

- d. Handling discipline. Discipline is done without violence, by reprimanding and asking students to repeat instructions when violations occur. The goal is to correct behavior without making students feel intimidated.

Furthermore, according to Haerena (2016) there are 10 components of classroom management, namely:

- a. Educators arrange seating according to the characteristics of the students;
- b. The intensity and intonation of the educator's voice must be clearly audible to the students during the learning process;
- c. Educators deliver the lesson simply and speaks like an educator and can be understood by the students;
- d. Delivery of material is aligned with the abilities and level of understanding of students in the learning process;
- e. Educators create a learning environment that is orderly, disciplined, comfortable, and safe, and establish rules that support the learning process;
- f. Educators express appreciation and provide feedback on the responses and learning achievements of students during the learning activity;
- g. Educators show respect for every opinion expressed by students;
- h. Wear appropriate, clean, and neatly arranged clothing when teaching;
- i. Inform students of the learning plan according to the subject being taught at the beginning of the semester; and
- j. Conduct learning according to the scheduled time, both when starting and ending learning activities.

In addition, Sabrina (2022) explains several components of classroom management such as managing classroom layout and physical facilities, learning planning, rules and regulations in the classroom, and managing or handling behavior that violates rules in the classroom. So it can be concluded that there are 4 component points of classroom management, namely 1)Physical environment management; 2)Rules and routines; 3)Learning management; 4)Positive teacher-student relationships; 5)Discipline management; 6)Teacher appearance and professionalism; and 7)Planning and punctuality.

2.1.4 Approaches of Classroom Management

According to Adianto et al. (2020), classroom management approaches are teachers' efforts to build effective collaboration and interaction with students to optimize the learning process. They identified eight classroom management approaches:

- a. Power approach, teachers impose sanctions according to the level of offense, from mild reprimands (such as chatting or coming late) to calling parents for serious offenses such as skipping class.
- b. Intimidation approach that rarely used. The teacher does not give physical punishment, but provides direct guidance during breaks in the classroom.
- c. Freedom with prescription approach, students are involved in making class rules through voting. Agreed rules must be obeyed, encouraging awareness and discipline.
- d. Teaching approach, teachers become role models through good attitudes and speech, so that students imitate these positive behaviors.
- e. Behavioral and social-emotional change approach, teachers give rewards (praise or prizes) to motivate students and build positive relationships so that they discipline voluntarily.
- f. Group process approach, students are grouped to create an interactive and fun learning atmosphere. Increases enthusiasm, but sometimes creates noise.
- g. Eclectic approach combines various approaches based on learning needs in class. Educator need to experiment to find the most effective combination.
- h. Information and technology approach, the use of technology such as presentations or games helps increase student engagement, makes monitoring easier, and supports a conducive learning atmosphere.

In classroom management, educators need to design strategies to anticipate or address potential disruptions during the learning process. According to Petre (2021), there are several approaches to classroom management: (a) an authority-based approach; (b) the use of threats; (c) providing freedom to students; (d) a standard procedure-based approach; (e) an instructional approach; (f) behavioral change; (g) an approach through managing emotions and social relationships; (h) work groups; (i) an eclectic approach; and (j) a pluralistic approach. So it can be

conclude, classroom management approaches are power approach, threat approach, freedom approach, learning approach, the behavior change approach, the emotional atmosphere and social relations approach, as well as the technology and information approach and the group process approach.

2.1.5 Principles of Classroom Management

Djamarah (2006) underlined the principles of classroom management are as follows:

- a. Fun and enthusiastic, this has a significant impact on learning activities. Educators who can build good relationships with their students and provide positive support for their activities have an impact on effective learning.
- b. Challenge, the choice of challenging words, actions, work methods, or learning materials can increase students' learning motivation, so that it can indirectly suppress the emergence of deviant behavior in the classroom.
- c. Diversity, this means that in teaching, educators utilize existing facilities as learning tools and media, the teaching methods of educators, and building good relationships with students will reduce disturbances and increase student attention.
- d. Flexibility means a teacher's attitude that reflects the ability to adjust teaching strategies according to evolving classroom situations. A teacher's ability to be adaptive can prevent disruptions such as noise, student inattention, or disengagement from tasks, thus creating an effective and conducive learning climate.
- e. Emphasis on the positive, in this principle in the learning process, teachers should emphasize reinforcing positive student behavior and avoid over-focusing on negative behavior.
- f. Instilling self-discipline, means helping students develop self-discipline. Therefore, teachers need to be role models in self-control and responsibility. By demonstrating discipline in various aspects, teachers provide concrete examples for students to develop a disciplined attitude in their learning.

In addition, the principles of classroom management are also put forward by Nurlita (2020) argued the teacher's attitude that shows enthusiasm and warmth in interacting with students; challenging learning, variation in learning, teacher

flexibility, emphasis on positive things and finally instilling discipline, teachers educate students to have a disciplined attitude, both in obeying the rules and in completing learning assignments. In conclusion the principles of classroom management include a participatory approach that views students as subjects, respect for diversity, and motivating and enjoyable learning.

2.1.6 The Importance of English Learning

In Indonesia, English is a foreign language that is rarely used (Arisandi, 2022). And of course there is no doubt, English is the dominant language taught in almost every country and is currently taught as a second language in more than a hundred countries and Indonesia is no exception. Starting from elementary school and continuing through high school, even in college as expressed by Andayani (2022). Quimosing (2022) English learning is considered important because English is a language that connects everyone in the world. Apart from Wijaya (2015) stated English learning is about honing English language skills that are relevant to real-life contexts and aligned with learners' everyday lives. English teaching language said to be "teaching and learning activities by English teachers" (Ishak et al., 2020). Therefore, English language materials in schools are designed to build basic knowledge, language skills, and foster positive attitudes toward English. Therefore, the presentation of materials must be engaging, high-quality, and tailored to the students' developmental stages (Sulaiman, 2021). In conclusion, English language teaching has an important role in equipping students with skills that support global communication, as well as encouraging language acquisition in a contextual and life-relevant manner.

2.1.7 Teachers' Role

According to Khanh, (2024) argued there are ten the roles of teachers' in English Language Teaching:

- a. Teacher as controller, the teacher acts as the primary organizer in the classroom, responsible for organizing activities, providing instruction, and maintaining order. This role is often used to explain concepts, make announcements, or manage discussions. However, focusing too much on this role can hinder a more diverse teaching approach.

- b. Teacher as assessor, the teacher evaluates student progress through feedback, corrections, and formal and informal assessments, such as quizzes or tests. This role is important for understanding student achievement, providing direction for improvement, and maintaining objectivity in evaluations, so that students feel motivated to continue learning.
- c. Teacher as manager, the teacher organizes the learning environment, manages group activities, and ensures individual engagement. This role includes managing time, maintaining classroom dynamics, and creating a conducive atmosphere that supports students' academic and interpersonal development.
- d. Teacher as resource and tutor, the teacher acts as a resource and mentor, providing supplemental materials, answering questions, and providing individual or small group guidance. This role builds student confidence and supports deep learning.
- e. Teacher as participant, the teacher participates in classroom activities as a participant to increase interaction with students and monitor their progress. This role makes learning more dynamic but requires balance so that the teacher does not dominate the discussion too much.
- f. Teacher as investigator and monitor, teachers actively observe classroom activities to understand student interactions, evaluate teaching strategies, and gather information that helps in decision making and improves the quality of learning.
- g. Teacher as role model, teachers become role models for students, both in character and English language skills. Through attitude, honesty, and language skills, teachers help shape students' language skills and positive values.
- h. Teacher as prompter and editor, teachers motivate students to continue learning (prompter) and provide constructive feedback on their assignments (editor). This role helps students improve their speaking and writing skills through guidance that focuses on improvement.
- i. Teacher as instructor and activator, teachers teach language components such as grammar, vocabulary, and pronunciation (instructor), while encouraging students to actively use the language in various learning activities (activator), such as speaking, writing, listening, or reading.

- j. Teacher as supporter and facilitator, teachers support students emotionally and academically, creating a learning environment that encourages exploration and independence. This role helps students understand the material and develop effective learning strategies.

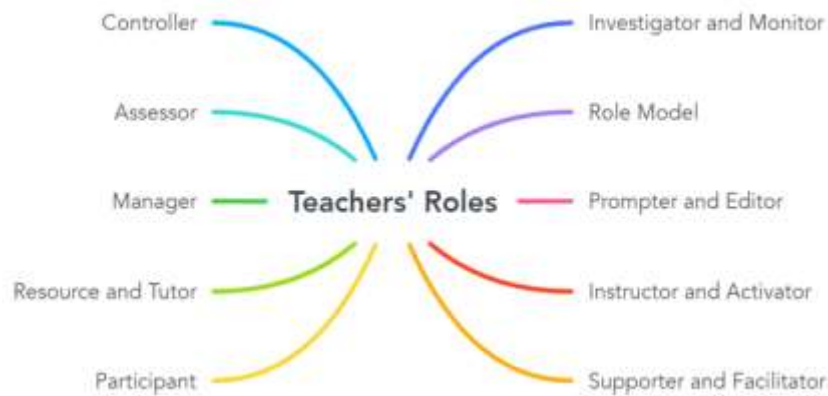


Figure 2.1 roles of teachers'

Another opinion from Kumbakonam (2016) explains that the role of English teachers is 1) As a learner; 2) As a facilitator; 3) As an assessor; 4) As a manager; and 5) As an evaluator. (Sulaiman, 2021). So the role of English teachers are as a controller and manager; teacher as an assessor and evaluator; teacher as a facilitator and supporter; teacher as a source of inspiration and role model; teacher as a learner and investigator; teacher as a motivator and editor (prompter and editor); and teacher as an activator. With various roles, teachers have the responsibility to choose teaching methods and strategies.

2.1.8 Definition of *Merdeka* Curriculum

The word "curriculum" comes from the Latin "*currir*" (runner) and "*curere*" (place to run). It can be interpreted as the length of time a runner travels from the start of a run to the finish line. This term originated in the world of sports and has since been applied to education. A curriculum is plan of educational activities designed to provide learning materials and experiences. So it can be said that the curriculum is a written document that states the purposes, core, materials, and How to organize the flow and structure of classroom learning activities (Oktavia et al., 2023). Furthermore El-Astal (2023) argued a curriculum is a prescriptive plan that details the material taught in an educational program, the subjects who teach (educators), the learning objectives (students), the tools and contexts used in

its implementation, and the expected impacts or outcomes. Also in the United States, it was suggested that curriculum is positioned as an operational guide designed to be implemented by educators as implementers in the formal education system (Westbury et al. 2000). Another opinion Sari et al. (2024) said curriculum is a system or set of teaching and learning materials that have been structured and designed in a coherent and conceptual manner based on existing rules, which are also applied as a reference in the learning process for educators and learners' to optimally realizing the vision and mission of education.

In Indonesia today implemented *merdeka* curriculum is currently being implemented, which is a new policy that has been established in Indonesia (Marisa, 2021). On the other hand the *merdeka* curriculum, also known as "Freedom to learn," this curriculum is designed to address problems faced by the world of education in facing the digital and automation era. Goal of the curriculum is to integrate literacy skills, knowledge, skills, attitudes, and technology mastery (Devian et al., 2023). In addition Hamdani (2022) stated *merdeka* curriculum is a system designed with differentiated or varied learning, implemented to train each individual to think and learn independently. The planning design is created by each individual within it. Through these several definitions, *merdeka* curriculum is education concept of Indonesia that emphasizes freedom of learning, both for students, teachers, and schools to think, innovate, and learn independently, creatively, and responsibly in a pleasant atmosphere. This curriculum is designed to integrate literacy, knowledge, skills, attitudes, and mastery of technology to prepare for the industrial revolution 4.0 eras.

2.1.9 Purpose of Merdeka Curriculum

The goal is to provide freedom in learning for students. The *merdeka* curriculum is designed to shape the character of students which is bridged through schools (Fajri et al., 2023). Tunas et al., (2024) mentioned that the purpose of the *merdeka* curriculum is to reduce students' freedom of thought and expression, and favor mutual education by giving schools the freedom to make decisions in organizing assessments and curriculum implementation in line with surrounding conditions. Another opinion suggests that the purpose of *merdeka* curriculum is of

course to improve the education scheme, give freedom to teachers to be able to process learning activities so as to produce quality learning and increase the creativity of human resources (Vhalery et al., 2022). So in conclusion the purpose of *merdeka* curriculum is to shape the profile of Pancasila learners by strengthening students' character and skills through learning that provides freedom for students to learn according to their interests, as well as providing schools with flexibility in curriculum implementation and assessment in accordance with environmental conditions. This is expected to improve the quality of education in Indonesia to be on par with developed countries.

2.1.10 Characteristics of *Merdeka* Curriculum

The characteristics of *merdeka* curriculum according to Deliana et al., (2024) underlined characteristics of the *merdeka* curriculum implementation are 1) Contains skill strengthening and attitude building. There are many skills and character values that can be honed through various activities organized in the school environment. For this reason, teachers are required to design learning tools that are relevant and adaptive to the needs and characteristics of students. 2) There is an emphasis on core subjects, meaning that learning is focused on essential subjects and is considered crucial for students. This approach aims to make the learning process more focused, and to help students focus on mastering concepts, rather than merely pursuing lesson hour targets. 3) The lessons provided are adaptive and flexible, which means designing learning that can build independence, where students are given the freedom to determine the most suitable approach. Thus, the implementation of *merdeka* curriculum can be adjusted to the conditions and characteristics of each educational unit.

Other characteristics of *merdeka* curriculum that can support the process of learning in Indonesia (Rizaldi et al. 2022) including:

- a. Project-based learning. Around 20–30% of lesson time is allocated to developing the character of *Pancasila students*, including faith, cooperation, independence, critical thinking, and creativity. Through project-based learning, students engage in experiential activities that integrate essential competencies across disciplines. The Ministry of Education provides thematic

options such as *Local Culture*, *Sustainable Lifestyle*, and *Voice of Democracy* to guide project topics.

- b. Emphasis on essential material. This curriculum streamlines content to allow deeper exploration of key concepts. Rather than relying heavily on lectures, Students are encouraged to interact and collaborate directly with their peers, work in groups, and think critically. This shift supports the development of foundational skills like literacy and numeracy and gives teachers more flexibility in managing teaching hours and tailoring learning to students' needs.
- c. Curriculum flexibility. The *merdeka* curriculum allows schools to design learning based on their unique contexts. Learning is organized into multi-year phases (2–3 years), and given freedom to educators to plan and implement instructions in the time available. The flexibility encourages innovation and autonomy in teaching practices.

In addition Utami et al., (2022) stated the main characteristics of the *merdeka* curriculum include: (1) strengthening non-academic skills, emphasizing interpersonal relationships and self-management to shape character in line with the Pancasila Student Profile; and (2) an emphasis on core material to ensure sufficient time for comprehensive understanding of the material. So it can be concluded that there are 3 points that are the characteristics of the *merdeka* curriculum. First, the use of project-based learning that focuses on developing soft skills and character based on the Pancasila learner profile, such as critical thinking, creativity, and love of diversity, with a flexible structure and according to school needs. Second, emphasis on essential materials to enable deepening of literacy and numeracy, so that learning becomes more focused and interactive through discussion, group work and problem solving. Third, flexibility in curriculum implementation, where teachers and schools have the freedom to adapt the learning design to the local context and student characteristics, creating space for educational innovation.

2.1.11 Principles of *Merdeka* Curriculum

The principles of the *merdeka* curriculum put forward by Nuraini et al., (2023) are:

- a. Learner conditions, learning is tailored to the development and achievements of current learners, and is oriented to their needs.
- b. Lifelong learning, meaning the learning process is designed to foster continuous learning abilities throughout life.
- c. Integrated learning, teaching and learning activities contribute to the growth of competence and the formation of character as a whole. Modern learning methods are applied, while monotonous approaches without evaluation are abandoned.
- d. The teaching and learning process is designed to adapt to the realities of the context, the surrounding environment, and the local culture of the students. Parents and the community are involved. Engaging methods and real-world connections are implemented, while irrelevant approaches and one-way communication are abandoned.
- e. Learning is sustainable and future-oriented. Feedback and innovation development are conducted regularly and focus on mastery of competencies.

The principles of the *merdeka* curriculum have also been explained by Minister of Education and Culture (*Mendikbud*) in five points: (a) Planning learning, which considers student development according to learning needs while respecting the differences in characteristics and development of each individual. This makes the learning process more lively and enjoyable; (b) Learning activities are directed at developing students' capacity to become lifelong learners; (c) Learning plays a role in shaping students' abilities and character holistically; (d) Relevant learning designs are intended to integrate cultural values, the students' environmental conditions, and the role of parents and the community in supporting the learning process; and (e) Learning is designed to equip students with knowledge and skills that align with the principles of sustainability and future needs.

The principles of the *merdeka* curriculum allow learning to be tailored to students' abilities, which is certainly a new approach that requires teachers to be

able to provide appropriate and engaging learning contexts for each student (Lutfiana, 2022). The principles of the *merdeka* curriculum focus on flexible, contextual learning that supports students' holistic development. Therefore, the principles of the *merdeka* curriculum can be summarized as follows: a) accommodating students' needs according to their stage of development and achievement so that learning becomes meaningful and enjoyable; b) building lifelong learning abilities, so that students continue to explore their potential and develop sustainably; c) developing students' competencies and character as a whole, in accordance with the school's vision to produce people with character; d) relevance to the student context, namely This means that learning is implemented by taking into account the cultural conditions, learning needs, and environment of the students, while also involving the community in the process. These principles require teachers to design innovative and interesting learning to suit students' needs and potential.

2.1.12 Implementation of *Merdeka* Curriculum

According to Lutfiana (2022) in implementation of *merdeka* curriculum in learning that is divided into 3 parts, namely:

1. Planning. Teachers are given rights to design learning based on students' traits and individual student needs, based on Operational Curriculum for Education Units (KOSP). The teaching module is prepared by considering the students' ability level, interest, and learning media that support English language acquisition.
2. Implementation of learning. Educators serve as a guide in the learning process who encourages creative and communicative exploration of English. Constructivism and differentiation approaches are used according to students' learning styles (visual, auditory, kinesthetic). Project-based methods and active communication are applied to make learning more natural and meaningful.
3. Evaluation, which are used: initial, ongoing, and final. Evaluation is done through various methods such as projects, observation, reflection journals, and written tests to authentically assess communication skills.

According to Saroh et al. (2023), curriculum implementation consists of three main stages: designing, executing, and assessing.

1. The design process includes setting the objectives which are outlined in the strategic direction and objectives of the educational institution.
2. The implementation stage involves all relevant parties with guidance and inspires everyone to make maximum contributions according to their roles and functions.
3. The evaluation stage refers to the assessment process carried out according to established criteria to collect relevant and necessary facts.

The stages of implementing the *merdeka* curriculum based on the opinion of Marthawati et al., (2024) can be explained as follows:

- a. Planning. Identifying the identity and condition of educational institutions is conducted to develop intra-, co- and extracurricular activities that support students' potential. The flow of learning objectives (*Alur Tujuan Pembelajaran*) is developed with educators based on outcomes per phase and level. Teaching modules and assessments are designed based on the results of cognitive and non-cognitive diagnostic tests, replacing lesson plans through internal training.
- b. Implementation. Differentiated learning is student-centered by considering their learning styles, needs and interests. The Strengthening the Profile of Pancasila Learners (P5) project is run according to themes from MoEC, covering the values of faith, creativity and critical reasoning. Project activities involve collaboration with parents and the community.
- c. Evaluation. Formative assessment is used for reflection and learning improvement, while summative assessment assesses students' final achievements. In the P5 project, assessment is conducted holistically through weekly journals and student character check sheets.

Implementation of *merdeka* curriculum includes three main stages: planning, implementation, and evaluation. In planning, it is carried out flexibly according to student characteristics, including the preparation of teaching modules and ATP based on diagnostic test results. Then in implementation, it uses a differentiated approach and project-based methods, adjusts students' learning

styles, and involves the P5 program with the support of parents and the community. Evaluation includes diagnostic, formative, and summative assessments, as well as holistic assessments on P5 projects to measure students' abilities and character authentically.

2.1.13 Classroom Management in the *Merdeka* Curriculum

Qorzah et al. (2024), in their research, showed that classroom management in the *merdeka* curriculum runs through four main aspects: planning, organizing, implementing, and evaluating. Each stage is carried out systematically by teachers, with the principal acting as the primary supervisor. Meanwhile, Puspita (2023) stated that in managing a classroom, it is important to plan rules, time, and discipline in teaching and learning process. She also emphasized that clear rules, balanced time allocation, and consistent discipline help create a structured and conducive learning environment. Furthermore, Ferdiansyah (2023) emphasized that effective classroom management practices in the context of the *merdeka* curriculum include managing student behavior, selecting adaptive learning strategies, and strengthening positive communication between teachers and students. This model is aimed at increasing student motivation and active participation. Added by Mursyid et al. (2023) highlighted the importance of a group approach that optimizes interaction between students in collaborative activities. This approach supports dynamic and participatory classroom management in accordance with the values of the *merdeka* curriculum.

So classroom management in the *merdeka* curriculum can be summarized in the table below.

Table 2.1 Aspects of classroom management in the *merdeka* curriculum

Classroom Management Aspects	Approach/Activities
Planning (ATP, learning contracts)	Developing syllabus, learning contracts, time allocation, and classroom policies
Organizing classes and activities	Classroom layout, small group assignments, and administrative management
Planning the rules, time,	Establish class rules, regulate time allocation at

and discipline in	each stage of learning, and consistently enforce discipline.
Classroom evaluation and reflection	Providing feedback
Strengthening group interaction and learning	Group approach, collaboration, and positive communication between students

Based on the theory above, it can be seen that teachers play a crucial role as classroom managers. This means that classroom management encompasses more than just discipline, but also adaptive, student-centric planning, organization, implementation, and evaluation. Secondly, flexibility and student participation are key factors, meaning classroom management encourages active, collaborative, and student-centered learning. Finally, ongoing evaluation requires regular assessments of the classroom, policies, and learning environment to improve and adapt strategies.

2.1.14 Teacher Challenges in Implementing the *Merdeka* Curriculum

In implementing *merdeka* curriculum there are some opinions the experts about the challenges faced by teachers in implementing *merdeka* curriculum. Opinion by Nurohmah et al. (2024) mentioned several challenges faced by teacher during the application of the *merdeka* curriculum are difficulties in controlling and managing time in implementing project-based learning (PJBL), as well as supporting students' learning process optimally, and the lack of school facilities such as limited electricity and multimedia (such as computers and projectors) to support innovative learning methods. According to Habib et al. (2023) said the implementation of the *merdeka* curriculum presents various challenges for educators, such as inadequate understanding and competency, limited school resources, and schools' unpreparedness to adapt to the curriculum transformation.

In addition, Astuti et al., (2024) stated that teachers experience difficulties in creating an interactive classroom atmosphere because most students are not actively involved in the learning process. In addition, it is also difficult to change students' mindsets and habits in following *merdeka* curriculum learning. Also limited technology resources and poor classroom infrastructure, such as the

absence of a language laboratory, poor internet connection, and teachers' lack of skills in using technology in learning. In conclusion, educators face challenges during the implementation of the *merdeka* curriculum., such as difficulties in managing time and classes, low student participation, and limited facilities and technology to support learning. The lack of teacher understanding and school readiness further complicates curriculum implementation, so it is necessary to improve teacher competence and provide adequate infrastructure.

2.2 Relevant Study

- a. Research by Fathurrahman et al., (2022), the title “The Influence of School Management on The Implementation of The *Merdeka* Belajar Curriculum”. The study concludes that school management significantly influences the implementation of *Merdeka* Kurikulum, with 76.4% of its readiness impacting curriculum changes. Well-prepared management enhances curriculum success, improving school quality and learning. Unlike this, the present research focuses on classroom management in English learning using a qualitative approach.
- b. This research by Rizki et al., (2024) with the title “Implementation of English in the *merdeka* curriculum at SD Negeri Dlingo”. This study finds that implementing English learning in the *merdeka* curriculum at SD Negeri Dlingo faces challenges due to a lack of teachers and facilities. However, training, learning tools, and interactive strategies help create effective and enjoyable learning. Improving resources and facilities can further optimize implementation. Unlike this previous research, the current study focuses on classroom management and involves different subjects.
- c. The third research by Ritan et al., (2023), title “Analysis of the Implementation of the *Merdeka Belajar* Curriculum (KMB) in English Learning at SMA Negeri 1 Lewolema”, found that the implementation of the *Merdeka Belajar* Curriculum in English learning is still constrained by a lack of facilities, limited access to technology, lack of teacher training, and lack of reference books. As a result, the implementation of this curriculum has not been maximized, so teachers and students must adapt independently with various limitations.

2.3 Conceptual Framework

The conceptual framework in this study is a guideline that becomes the researcher's train of thought in conducting research. Object of research is SMP Negeri 1 Gunungsitoli Idanoi, especially English teachers and grade VIII students as research informants. This research was motivated by the gap between expectations and reality. Based on *Permendikbudristek* number 47 of 2023 relating to class management, it stipulates the planning of educational activities where the junior high school level is a maximum of 32 students per class, arranging learning according to student needs. Also in the implementation of educational activities must create a safe, comfortable, and inclusive learning environment which also manages character-based learning and reflection to improve the quality of learning outcomes and ensures a student-centered learning approach, with adaptive and project-based methods. However, in reality, based on the gap in phenomena found by researchers and also from previous research, researchers found that currently educators are still not fully implementing the *merdeka* curriculum in managing classes such as how the physical arrangement of the classroom, time management, implementation of learning that has not met the needs of students, the lack of use of technology in learning, the use of interesting and varied methods and several other things.

This is supported by Law Number 14 of 2005 article 20, this law stipulates that one of the responsibilities of a professional educator is to create learning procedures, provide quality learning experiences, provide assessments and student learning outcomes, and improve academic capacity and expertise in line with the ever-changing developments in science, technology, and art. Therefore, based on the exposure of statements, regulations and several theories, researchers realize that classroom management is one of the main keys to achieving learning goals, especially in English language learning. Learning success can be realized if it is determined by the quality of management, because the better the quality of classroom management, the more effective the learning targets can be achieved. Therefore, with the *merdeka* curriculum, teachers need to make classroom management more inclusive, interactive, and centered on student needs.

In addition, the main scope of the research conducted is threefold, classroom planning management, teaching management, and the challenges faced by educators in implementing the *merdeka* curriculum in learning. Therefore, researchers want to conduct research using qualitative research, especially descriptive approaches. Then, to collect data, researchers will use instruments in the form of interview guidelines with English teachers to find out how classroom planning management is based on the *merdeka* curriculum and make direct observations of teachers and students to find out how teachers carry out teaching and learning activities and how teachers evaluate students in the context of the *merdeka* curriculum. In addition, researchers also collect documentation of every activity carried out during the learning process. After collecting data, the researcher will report the research results according to the actual situation in the field based on existing data without making changes or adjustments to the circumstances and results of the data. Furthermore, researchers will analyze the data suggested by Miles & Huberman's theory, namely data collection, data reduction, data display, and conclusion drawing. Furthermore, the conceptual framework regarding this research is depicted in the following scheme:

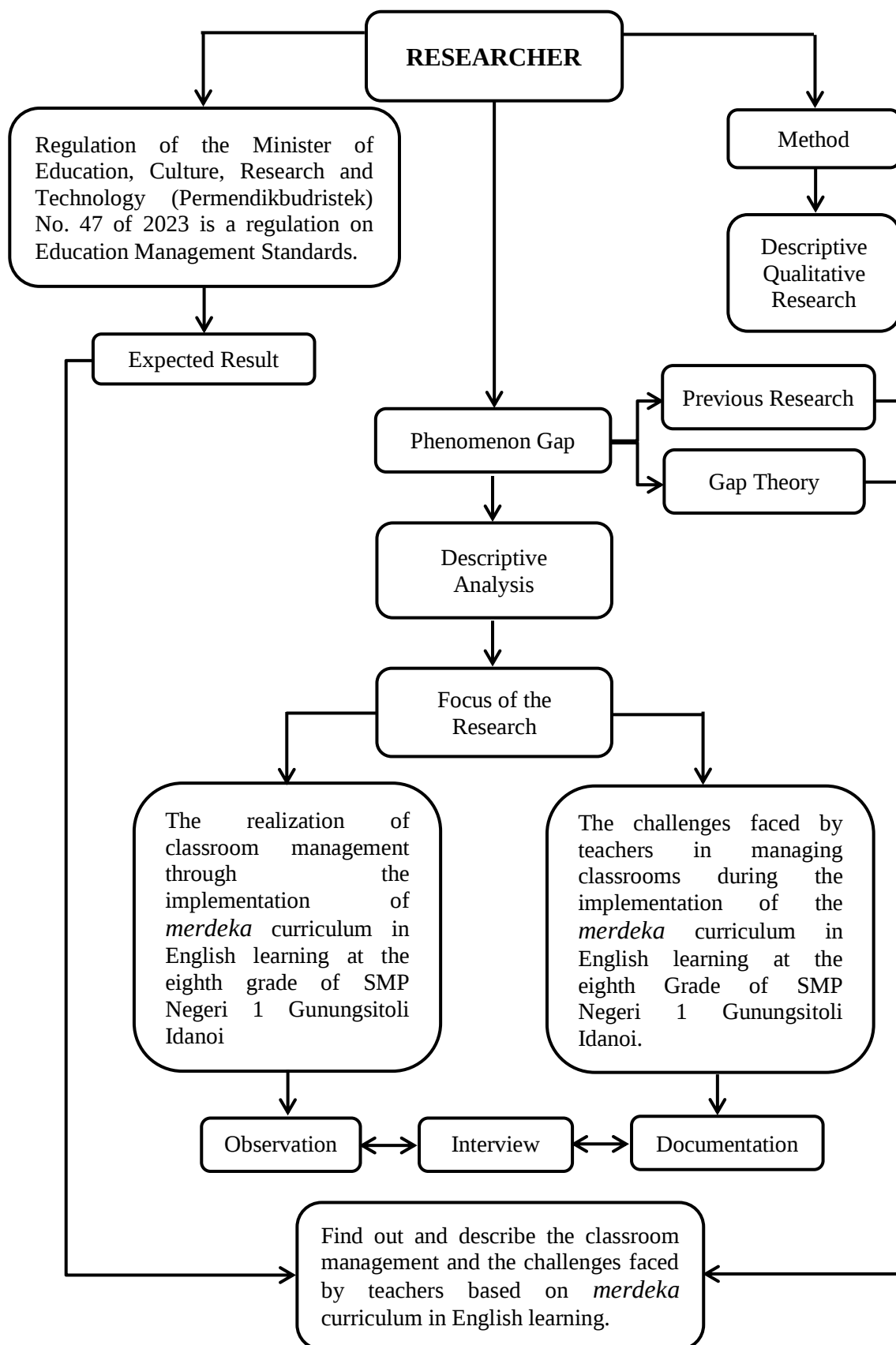


Figure 2.2 Conceptual framework