

**THE USE OF DIGITAL TECHNOLOGY TO SUPPORT THE
INTEGRATED ENGLISH LANGUAGE LEARNING IN THE
"MERDEKA" CURRICULUM AT SMP NEGERI 1 REJANG
LEBONG**

THESIS

This Thesis is submitted to fulfill the requirement for "Sarjana" degree in
English Tadrīs Study Program



Written BY

Pipi Satri

Nim: 20551049

**ENGLISH TADRIS STUDY PROGRAM
FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTE OF CURUP
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
(IAIN) CURUP

Jalan Dr. AK Gani NO. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

APPROVAL

Nomor : 70 /In.34/1/PP.00.9/12/2024

Name : **PIPI SATRI**
NIM : **20551049**
Departement : **English Tadris Study Program**
Title : **The Use of Digital Tecnology to Support the Integrated English
Langue Learning in the "Merdeka" Curriculum at SMPN 1
Rejang Lebong**

Has been examined by examining board of the English Study Program of Institut Agama
Islam Negeri (IAIN) Curup, on:

Day / Date : **Monday, December 9th 2024**
Time : **11.00 – 12.30 WIB**
At : **Room 2 Munaqasyah IAIN Curup**

Has been received to fulfill partial requirements for the degree of Strata 1 in English Study
Program of Tarbiyah Departement of IAIN Curup.

Curup, 23 January 2025

Examiners :

Head

Jumatul Hidayah, M.Pd
NIP. 197802242002122002

Secretary

Sarwo/Edy, M.Pd
NIP. 198106072023211011

Examiner I

Dr. Eka Apriani, M. Pd
NIP. 1990040320015032005

Examiner II

Meli Fauziah, M.Pd
NIP. 199405232020122003

Dean

Faculty of Tarbiyah



Dr. Sutarto, S.Ag., M.Pd
NIP 19740921 200003 1 003

SUPERVISORS' APPROVAL

Hal : Pengajuan Skripsi

Kepada

Yth, Bapak Dekan Fakultas Tarbiyah IAIN Curup

Di

Tempat

Assalamu'alaikum Wr. Wb

Sehubungan dengan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa Skripsi atas nama Pipi Satri (20551049) Mahasiswa IAIN Curup prodi Tadris Bahasa Inggris yang berjudul "**The Use of Digital Tecnology to Support the Integrated English Language Learning in Merdeka Curriculum at SMP Negeri 1 Rejang Lebong**" sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negeri (IAIN Curup)

Demikian permohonan ini kami ajukan, agar dapat diterima. Terima Kasih

Wassalamu'alaikum Wr, Wb

Curup, 23 Mei 2024

Advisor



Jumatul Hidayah, M.Pd
NIP.19780224200212202

Co. Advisor



Sarwo Edy, M.Pd
NIP.198106072023211011

STATEMENT OF OWNERSHIP

The researcher who signed below:

Name : Pipi Satri
NIM : 20551049
Faculty : Tarbiyah
Prodi : English Tadrif Study Program

I hereby certify that thesis entitled “The Use of Digital Technology to Support the Integrated English Language Learning in Merdeka Curriculum at SMP Negeri 1 Rejang Lebong” is honestly my own work. I am fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in the text.

This statement is made truly, if in the next day there are any mistakes, the researcher ready to accept the punishment or other criticism from IAIN Curup suitable with it is in regulation.

Curup, 23 September 2024

The researcher,

e researcher,


Pipi Satri
NIM. 20551049

PREFACE

All praises be to Allah SWT That the researcher had finally finished writing his thesis entitled **“The Use of Digital Technology to Support the Integrated English Language Learning in Merdeka Curriculum at SMP Negeri 1 Rejang Lebong”**

This thesis submitted as a part of the compilation for undergraduate degree of strata 1 (S1) in English Tadris Study Program of (IAIN Curup). The researcher realizes that this thesis is far from being perfect, therefore he really appreciates any suggestions and critics for being perfect in the future.

Last but not least, the researcher hopes that this will be useful to those who are interested in this field of study.

Curup, 23 September 2024

The researcher



Pipi Satri
20551049

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Assalamu'alaikum Warahmatullahi Wabarakatuh

Alhamdulillahirobbil'alamin all of praises only to Allah SWT the almighty and merciful God who has given the researcher mercy, blessing and guidance so the researcher can finish this thesis completely. Peace and salutation always be given to our Prophet Muhammad SAW (Peace Be upon Him), and all of his family and followers who have been a good example for every Muslim in this world and has brought us from the darkness (Jahilliyah) to the lightness (Islam) as we felt together till now.

The researcher finished this thesis entitled **“THE USE OF DIGITAL TECNOLOGY TO SUPPORT THE INTEGRATED ENGLISH LANGUAGE LEARNING IN THE "MERDEKA" CURRICULUM AT SMP NEGERI 1 REJANG LEBONG”**. This thesis is presented in order to fulfill the requirement for the degree of strata I in English study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the researcher would like to presents his deepest gratitude to:

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2. Dr. Sutarto, S.Ag, M.pd as the Dean of Faculty Tarbiyah
3. Mrs. Jumatul Hidayah, M.Pd as the head of English Tadris Study Program of IAIN Curup and as my advisor who guides and be patient on me to finish this thesis. Thanks to you who gives me suggestion and corrections.
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listen and give direction in many obstacles by the researcher.

5. My lecturers of English Study Program in IAIN Curup who taught me many things in the class.
6. My heartfelt thanks for my parents who have been pleased to give everything during the study and compile this thesis at IAIN Curup.
7. My big thanks to all of my friends of English Study Program of IAIN Curup.

Finally, the researcher needs constructive suggestions for being perfect in the future. Hopefully, the result of this thesis can give beneficial contribution to the development of education in others school. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward. *Aamiiiin.*

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Curup, 23 Mei 2024

The Researcher

A handwritten signature in black ink, appearing to read 'Pipi Satri', with a small mark to the right.

Pipi Satri

NIM. 20551049

MOTTO

**"There are three secrets to happiness, namely patience,
gratitude and sincerity."**

**"Sometimes we often depend on humans until we forget
God's power to overcome everything."**

"Put me in your heart, and I Will you in mine. "

(Q.S Al-Baqarah:152)

DEDICATION

This thesis is dedicated to:

1. My Wonderful God (**Allah SWT**), I am so much grateful for all the blessing that you have given to me so that it can make me strong and keep on my track.
2. Thank you to myself (**Pipi Satri**) who has fought hard and survived this far. I hope this achievement opens the door to new opportunities.
3. My big family especially my beloved parents, father (**Taman Siswa**) and mother (**As Yati**) thanks a lot for your love, time, pray, care, support, motivation, and other amazing unrequited sacrifices to me so that I can finish this thesis.
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7. My amazing advisors, **Jumatul Hidayah, M.Pd** and **Sarwo Edy, M.Pd**, thank you so much for your time to guide me in advisory until I can finish this thesis.
8. All of my inspiring lecturers that I cannot mention it one by one. Thank you so much for your time and participation in the process of finishing this thesis.

ABSTRACT

Pipi Satri : **The Use of Digital Technology to Support the Integrated English Language Learning in Merdeka Curriculum at SMP Negeri 1 Rejang Lebong**
Advisor : **Jumatul Hidayah, M.Pd**
Co-Advisor : **Sarwo Edy, M.Pd**

This study investigates the role of digital technology in supporting English language learning within the "Merdeka" curriculum at SMP Negeri 1 Rejang Lebong. Adopting a descriptive qualitative approach, the research focuses on identifying the types of digital tools used by teachers, exploring their applications in the classroom, and examining both the challenges faced and solutions implemented by teachers to optimize digital integration. Data collection methods include interviews and observations, with three English teachers as primary subjects. Findings reveal that teachers utilize a range of digital resources to enhance student engagement and facilitate active, student-centered learning, as emphasized in the "Merdeka" curriculum. Key tools include language-learning applications such as Duolingo and Kahoot, multimedia resources like podcasts and Prezi, and collaborative platforms such as Padlet and WhatsApp. Each tool supports various language skills, from vocabulary and grammar practice to speaking and listening exercises, promoting independent and interactive learning experiences. However, several obstacles emerge, including limited student access to reliable internet and devices, digital safety concerns, technical issues, and potential distractions from other digital content. To address these challenges, teachers employ strategies such as providing offline materials, selecting user-friendly applications, performing technical checks, and combining digital and in-person activities to create a blended learning environment. This study highlights how strategic use of digital technology can enhance English language learning and align with the goals of the "Merdeka" curriculum, despite infrastructural and technical barriers

Keywords: Digital Technology, English Language Learning, Merdeka Curriculum

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CHAPTER I INTRODUCTION

A. Background of The Research

The use of technology for learning media in education sides are believed to provide various benefits and positive impacts to increase students' learning motivation. It also assists students explore information and material sources from all over the world and sharpen students' critical thinking. There is a need to research more deeply regarding the use and utilization of technology carried out by teachers in the learning process. Teachers play a major role in utilizing learning innovation through the use of technology. Teachers have a close relationship in the perception of using technology.¹ The use of digital technology in English language learning is very important because it allows access to diverse and interactive resources, such as video, audio and computer-based exercises, which can improve students' language skills in a more engaging way.

Students will have little interest in learning if the teacher's technique is dull and uninteresting. Therefore, the teacher must actually employ a teaching technique that can spark students' enthusiasm for studying. Teachers also can use technology for helping the teaching technique and make the learning process more engaging for students. Technology can assist teachers not only in conveying content but also in developing knowledge and understanding.

¹ Lestari, YI, & khusyairi JA, becoming; a platfrom teacher i. The digital era representation of English teacher identify in merdeka mengajar in procedings of the international Conferece on English language and literatur (ELiC), vol, 6, june 202. P574-592

Teachers can present instructional materials in a variety of formats, such as Power Point, video, games, audio, and others. However, the most popular people primarily utilize laptop, computers, and internet.² This technology facilitates direct interaction with native speakers through video calls or discussion forums, thereby enhancing speaking and listening skills. Digital tools, including grammar correction software and AI-based learning applications, offer instant feedback, enabling students to correct errors in real time. Furthermore, the flexibility afforded by digital technology allows students to learn at their own pace and in their preferred style, making the learning process more effective and personalized.

The incorporation of digital technology in language teaching and learning manifests in diverse ways for teachers, students, and educational institutions. Teachers can leverage e-learning platforms and classroom management applications to create interactive curricula, assign tasks, and track student progress in real-time. They can also employ multimedia tools, such as videos, podcasts, and interactive presentations, to enhance the appeal and comprehension of teaching materials. Students benefit from a wide array of language learning apps that provide practice in listening, speaking, reading, and writing, along with features like educational games and conversation simulations to improve their language proficiency. Educational institutions can implement Learning Management Systems (LMS) to manage and store academic data, facilitate virtual classes, and offer extensive digital libraries.

² Eka Apriani, Dadan Supardan, Eka Sartika, Suparjo, Ihsan Nul Hakim (2019): *Utilizing ICT to Develop Student's Language Ethnic at Islamic University*

Thus, digital technology not only enriches teaching and learning methods but also boosts the overall efficiency and accessibility of language education.

In addition to the technology needed to support the education system, mastery of an international language, in this case, English, is also needed to be ready and able to keep up with developments in the era of globalization. In other words, English is needed to survive global interactions and competition. Mastering English is crucial due to its status as a global language of instruction and its ability to bring together people from different countries³.

The technology nowadays used for educational purposes is thought to offer numerous advantages and positive effects in boosting students' motivation to learn. It allows students to access information and learning materials from around the globe and enhances their critical thinking skills. Teachers' utilization of technology in the learning process needs further research to fully understand its impact. The role of teachers in incorporating technology-based learning innovations is significant.

Teachers utilize technology according to the demands of the times and integrate English lessons using technology. However, this has not been implemented as a whole due to several factors such as inadequate technological devices, facilities that are not fully supportive, limited internet access, and lack of competence in utilizing technology.⁴ The utilization of technology by teachers impacts how technology is used in the learning process, whether inside or outside the classroom. How teachers employ

³ Oemar Hamalik, *Curriculum and Learning* (Jakarta: PT. Bumi Aksara, 2003), p. 57

⁴ Kasihani K. E. Suyanto, *English For Young Learning* (Jakarta: P.T Bumi Aksara, 2010), p. 23

technology may reveal their level of comfort with technological tools in classroom settings. Teachers employ various types of technology in education, such as LCD projectors, learning materials in PowerPoint, Google Drive, email, spreadsheets, digital video, and graphic design.⁵

The importance of ICT has been evident from the beginning. By using online media as a flexible and useful means of teaching, we can maximize the benefits. Through the means of knowledge creation, collaboration, and reflection. The use of ICT is beneficial for language learners and teachers, as stated by Situjuh Nazarah. Aside from that, it can be effectively used to make learning more engaging, strengthening, inspiring, expanding, and thrilling.³With this in mind, many supporting technologies and applications may be useful tools for students to explore up-to-date information and improve their English skills. Technology integration uses software supported by providers for real-world applications, so students can learn to use computers in a flexible, purposeful, and innovative manner. In the teaching and learning process, several ICT tools can be used in schools, such as computers and laptops. LCDs, audio devices, and scanners. DVD players, multimedia projectors, email, WhatsApp, Google Classroom, Eric, YouTube, Canva, and Google Meet. Technology provides many choices. so that learning is more interesting and innovative, Besides, the use of communication and information resources also greatly helps students in increasing their learning motivation and level of effort in learning.

⁵ Darmayanti, Empowering Student-Centered Learning in English Language Education (A Closer Look at the Merdeka Curriculum). *AL-MIKRAJ Journal of Islamic Studies and Humanities* (E-ISSN 2745-4584), 4 (1), 2023, p. 368-375

⁶Pandemic has changed the education order, where the learning process was carried out digitally. Digital literacy can generally be interpreted as an interest, attitude and ability of individuals who use digital technology and communication tools to use access, manage, integrate, analyze and evaluate information, build new knowledge, make and communicate with other people so that they can actively communicate with the community.⁷

In general, integration is defined as the process of combining two or more things into one. Within education, integrated lessons take on a similar meaning in that they combine two or more concepts into one lesson. These integrated units involve many different concepts across all major subject areas. Integrated Skills focuses on the four main English skills - reading, writing, speaking and listening - through a “Communicative Language Teaching” methodology. New grammar patterns are learned in the context of a conversation or a real-life situation. Students will engage in various activities to practice English including listening tasks, role playing, and stimulating discussions.⁸ Integrated skills-based learning provides a real picture of the richness and uniqueness of English when applied in communication. By implementing integrated skills, students will understand that English is not just knowledge to be learned, but a skill that must be applied and can be mastered gradually and continuously.

⁶ Apriani. E, Hidayah J CURUP IAIN, „The ICT Used by the English Lectures for Non-English Study Program Students at IAIN Curup“, 8.1 (2019), 26–37.

⁷ Amelia, Literasi Digital pada Kurikulum Merdeka belajar bagi anak anak Tunagrahita. (Surabaya, 2023) 94

⁸ Nizamoka R.A, integrating language skills into the process of the English language teaching,(2019)

The implementation of education to achieve educational goals depends significantly on the curriculum, which serves as a guideline for teaching and learning activities. The development of learning materials within the curriculum involves a sequence of learning activities, such as planning, executing, assessing, and acquiring knowledge and experience.⁹ The curriculum has evolved to keep up with the changing times to meet the needs of education. The adjustments made are aimed at enhancing the standard of education and producing a generation of citizens with high-quality human capital capable of competing internationally. The Independent Curriculum is the curriculum currently being developed and implemented across all educational institutions. Today's introduction of the independent curriculum sets a new standard for enhancing the quality of education, with a focus on cultivating capable human resources.¹⁰

The Minister of Education and Culture, Nadiem Anwar Makarim, has introduced a program that has garnered significant attention from education experts. In her journal, Darmayani expressed that educational autonomy can be equated to independent learning. The push for educational autonomy is being revitalized in this era, aiming to liberate educational institutions, teachers, and students to foster the generation of new ideas. This freedom enables students to learn independently and creatively, allowing students from diverse ethnicities and cultures in Indonesia to adopt unique learning

⁹ E. F. Rahayu, "Manajemen Pembelajaran Dalam Rangka Pengembangan Kecerdasan

¹⁰ Desrianti and Yuliana Nelisma, "Implementasi Kurikulum Merdeka Belajar Perpektif Manajemen Pendidikan Islam," *Al-fahim J. Manaj. Pendidik. Islam*, vol. 4, no. 2, pp.158–172, 2022, doi: 10.54396/alfahim.v4i2.309

approaches. The essence of independent learning is embedded within the teaching and learning process. Currently, the education system still struggles with students who lack analytical thinking skills.¹¹

The Merdeka Curriculum is implemented to recover learning through meaningful, enjoyable, and relevant education in accordance with the characteristics of educational institutions. This aims to develop Pancasila Students who are critical thinkers, creative, independent, faithful, devoted to God Almighty, and of noble character, collaborative, and globally diverse¹². Technology in "*Merdeka*" curriculum learning is very important, as expressed by Yuli Ika lestari, Jhoni Alfian khusyairi with the title "becoming a platform of English teacher identify in "merdeka" curriculum. 2023, Yuli Ika lukis, Jhoni Alfian khusyairi with the title "Becoming a Platform for Identification of English Teachers in the *Merdeka* Curriculum. 2023, Where it explains the implementation of the "*Merdeka*" curriculum. Research also conducted by from Yuli Astutik, Sheila Agustina, Fika Megawati and Rishma with the title "Increasing English Teacher Innovation through training in developing teaching modules with the integration of digital technology. 2023, Which explains achieving quality learning in accordance with the aspirations and goals of the four SDGs. Based on the previous description, researchers are very interested in observing problems regarding the use of technology in learning English in the *Merdeka* curriculum.

¹¹ Oemar Hamalik, *Curriculum and Learning* (Jakarta: PT. Bumi Aksara, 2003), p. 57

¹² Dok: Renstra Direktorat Guru Pendidikan Dasar tahun 2020-2024

The guidelines for implementing the curriculum in the context of learning recovery are outlined in the Decree of the Minister of Education and Culture Number 56 of 2022, which specifies that English is an optional subject that can be incorporated based on the readiness of the educational institution. The local government supports the implementation of English subjects by, for instance, enhancing competencies and providing teaching staff. Nevertheless, there are still various entities unable to do so due to multiple factors. Based on the initial examination, researchers found that the school had indeed implemented a "*Merdeka*" curriculum throughout the English language learning process. Digital technology had not been fully integrated into every aspect of the curriculum. However, in self-directed learning, the role of digital media is incredibly important. Teachers need to be innovative in their approach and incorporate technology into the learning experience. Moreover, there are numerous challenges in implementing such learning methods, including inadequate facilities and infrastructure in schools, students' limited understanding of digital technology, teachers' tech knowledge, student passivity, and the monotony of learning.

Based on pre-observation done by the researcher, several senior high schools have been implemented Merdeka Curriculum in Rejang Lebong based on data gained from DIKBUD Rejang Lebong. There are SMP Negeri 1, SMP Negeri 2, SMP Negeri 5 which is implemented the *Merdeka* Curriculum. But only SMP Negeri 1 Rejang Lebong has been implanted *Merdeka* Curriculum fully at 7th and 8th grade. The data also conclude that school also detected use

the digital technology to assist students learning process. They use learning platform as teaching media in teaching process. Moreover, the teacher also uses LMS (learning Management System) which employ some AI-based technology as a learning media in teaching process. Based on interview to some teachers from those school, they use digital technology in assisting students in learning English mainly for P5 project (project that connected to *Merdeka Curriculum*). They also claimed that they are a lot of projects during learning process. Teacher also gives example through YouTube channel which is spread through WhatsApp's group. Sometimes they also used Facebook and Instagram to trigger students to write.

Based on the problems above, it is important to study the learning process and utilization of digital technology in the "merdeka" curriculum in schools with the title **"THE USE OF DIGITAL TECHNOLOGY TO SUPPORT THE INTEGRATED ENGLISH LANGUAGE LEARNING IN THE "MERDEKA" CURRICULUM"**

B. Research Questions

Based on the background of the problem above, the problem formulation in this research is as follows:

1. What is digital technology used by the Teachers to support English Learning in the "*Merdeka*" Curriculum implementation?
2. How does digital technology support English learning in the "*Merdeka*" curriculum implementation?

3. What are the obstacles in using digital technology to support English language learning in the "*Merdeka*" curriculum?
4. How the teachers do to overcome the obstacles in using digital technology to support integrated English learning in the "*Merdeka*" curriculum?

C. Objectives of the Research

Based on the problem formulation above, this research has the following objectives:

- a. To find out what digital technology used by the Teachers to support English Learning in the "*Merdeka*" Curriculum implementation
- b. To find out how the teachers use of digital technology to support English language learning in the "*Merdeka*" curriculum
- c. To find out the obstacles in using digital technology to support English language learning in the "*Merdeka*" curriculum
- d. To find out how the teacher overcomes the obstacles in using digital technology to support English language learning in the "*Merdeka*" curriculum

D. Limitation of the Problem

Based on the problems that have been stated above, this research is limited to the use of digital technology used by teachers to support English learning in the "*Merdeka*" curriculum.

E. Significant of the Research

1. Theoretical Benefits

Theoretically, this research provides a scientific study regarding the use of digital technology to support English language learning in the independent curriculum

2. Practical Benefits

1. Schools can provide references for developing learning media to achieve curriculum goals.
2. Teachers can provide input regarding digital technology-based learning media.
3. Parents can provide a broader view regarding the positive uses of gadgets for children.
4. Students can make it easier to learn English in a fun way and increase learning motivation.
5. Researcher, Guidelines for conducting research in the same discussion

F. Definition of the Key Terms

a. Digital Technology

Digital technology refers to information technology that emphasizes computer and digital operations over human labor.¹³ Digital technology encompasses advanced devices such as computers and gadgets, which make use of internet signals to access media for a wide range of purposes, particularly in the field of education.

¹³ Muhammad danuri, perkembangan dan transformasi teknologi digital, manajemen informatika, (Jakarta AMIK teknologi Semarang) h.119

b. English Language Learning

Learning encompasses the process by which behavior is modified through experience, presenting a complex phenomenon. Moreover, it involves the interplay of past experiences, current circumstances, future possibilities, and newly acquired knowledge, all of which collectively shape the learning process.¹⁴ Developing English language skills involves acquiring contextual and appropriate English abilities based on students' daily situations and conditions.

c. Integrated learning

Integrated skills refer to a teaching method that combines the four language skills (listening, speaking, reading, and writing) to enhance students' communicative competence and their ability to use English for social, vocational, educational, or professional purposes. This approach is grounded in the belief that relying on a single language skill is uncommon in everyday life, as effective communication typically involves the simultaneous use of all four skills.¹⁵

d. "*Merdeka*" Curriculum

According to the National Education Standards Agency (BSNP), the *Merdeka* Curriculum is characterized by a diverse range of intracurricular learning activities, optimizing content to provide students ample time to explore concepts and enhance competencies. Teachers have

¹⁴ Cyintia, ENGLISH LANGUAGE LEARNING THROUGH THE USE OF DIGITAL TECHNOLOGY: A LITERATURE REVIEW (2024) 286

¹⁵ Parlindungan Pardede, Integrating the 4Cs into EFL Integrated Skills Learning, *Journal of English Teaching*, Volume 6 (1), February 2020

the flexibility to select various teaching tools, allowing the learning process to be tailored to the individual needs and interests of students. The Merdeka Curriculum, also known as the Merdeka Belajar program, was introduced by the Minister of Education, Culture, Research, and Technology, Nadiem Makarim, as a reformative measure to improve upon the 2013 curriculum. Initially referred to as the Prototype Curriculum, this initiative is part of the government's efforts to cultivate a more competent future generation across multiple fields.¹⁶

¹⁶ Arum, THE IMPLEMENTATION OF MERDEKA CURRICULUM IN ENGLISH TEACHING LEARNING AT THE SEVENTH GRADE OF SMPIT INSAN MULIA SURAKARTA IN THE ACADEMIC YEAR 2022/2023 (2023) 10

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. Digital Technology

a. Understanding Digital Technology

The term "technology" is derived from the French word "La Technique," which signifies a concept developed as an effort to achieve rational realization. This rational understanding involves a process that can be repeated multiple times. Technology represents human modifications of naturally existing resources, which are then transformed into tools or media tailored to individual needs.¹⁷ As we know, technology is a sophisticated tool that can be used in various ways, especially education. In education, technology has many benefits and of course self-monitoring in using technology is very necessary, we must be wise in its use.¹⁸

Digital technology is technology that is operated using a computerized system, the system is based on the form of information as numerical values 0 and 1 which identify the on and off buttons. Digital technology can also be called wireless technology, meaning that this technology uses signals as a means of connecting to the

¹⁷ Muhasim, *The Influence of Digital Technology on Students' Learning Motivation*, Palapa: Journal of Islamic Studies and Educational Sciences, Volume 5, Number 2, November 2017: p- ISSN 2338-2325; e-ISSN 27540-2325; 53-77, p. 58

¹⁸ Dewi Suminar, *Application of Technology as a Learning Media in the Eyes Sociology Lessons*, Journal of Proceedings of the National FKIP Education Seminar, Vol. 2, no. 1, 2019, Sultan Ageng Tirtayasa University, p-ISSN 2620-9047, e-ISSN 2620-9071, p. 776

medium as a message transmitter. Digital signals have the unique feature that the speed transmitted by these signals exceeds the speed of light, which is a system that cannot be found in analog technology. Digital technology in a communication perspective is an efficient delivery system, communication becomes more dynamic without being hindered by time and space.¹⁹

From the definitions above, it can be concluded that digital technology refers to advanced tools such as computers or gadgets that utilize internet connectivity to access various media. These tools are particularly useful in the educational process, offering numerous applications and benefits.

b. Development of Digital Technology

In general, the elements of digital technology are the result of intelligence and the development of human knowledge, which are then integrated with human activities, and will continuously provide input in the continuous development of technology and science. The result of human intelligence, engineering digital signals produces its own special input, so that with the speed of digital technology it sends signals exceeding the speed of light, which is a system not found in analog technology. Digital technology produces sophistication in a communication perspective, where messages are delivered efficiently, more dynamically without being hindered by distance, space and

¹⁹ Pebria Dheni Purnasari, Yosua Damas Sadewo, *Utilization of Technology in Learning as an Effort to Increase Pedagogical Competence*, Journal of Educational Publications, Vol. 10, no. 3, 2020, p. 190

time²⁰.

The development of education in Indonesia in utilizing technology has not been evenly distributed, this is because there are still many areas in Indonesia that are classified as isolated areas. This condition shows that there is quite a large gap between urban areas and inland areas in Indonesia in terms of the use of technology to support the learning process.

Internet technology is increasingly developing, becoming faster, precise, accurate, small, cheap, easy, effective and efficient. The communication process also has characteristics and properties like that, especially effective. The process of sending a message from Indonesia to Canada doesn't have to wait weeks thanks to E-mail. With the internet, the necessary information can be obtained very quickly, likewise we can send news quickly, now it is sent at the same time the news is received.²¹

With the development of science and technology today, Indonesia as a developing country is required to follow the flow of world globalization. Indonesian society is faced with various facilities that are always developing, one of which is the development of digital technology which is increasingly easy to find. Technological developments produce various kinds of facilities, qualities and benefits

²⁰ Respati, TK, Wicaksono, BH, & Widodo, E, *Use of Digital English Textbooks: Study of Understanding and Ability Language Production in Young Learners*. Journal of Language and Language Teaching, 12(2), 2024, p. 833-845.

²¹ Unik Hanifah Salsabila, Windi Mega Lestari, et al. *Utilization of Learning Media Technology during the Covid-19 Pandemic*, Journal of Basic Education, Vol. 2, No. 2, 2020, p. 4]

offered by information technology, the aim of which is to facilitate all human life activities in carrying out work and accessing various information. With this technological progress, it will have a significant influence on all aspects of life, starting from office activities, entertainment, religion and education.

Rapid changes in technology towards the progress of globalization have an impact on almost all aspects of people's lives. If the use of technology is not properly regulated, there will be a tendency for the use of technology to become uncontrolled, resulting in violations of the law. The current era of globalization is very dependent on technological advances that can create efficiency over a wide area without being hindered by national boundaries. One form of technology that has successfully answered these needs is internet technology.²²

Based on the discussion above, it can be concluded that the development of digital technology is the result of intelligence and the development of human knowledge which produces various kinds of facilities, qualities and benefits offered by information technology whose aim is to facilitate all human activities in carrying out work and accessing various information.

²² Muthmainnah et al, *Utilization of Information Technology to Improve the Quality of Learning*, Techsi Vol. 9, No. 2, October 2017, p. 67

2. Digital Learning

The use of digital technology in the world of education has developed starting from the use of Audio-Visual Aid (AVA) devices to convey learning material in class, followed by the use of computers as a medium for accessing and processing information, the use of software on computers makes processing and exchanging information easier.²³

In order to implement digital learning, the scope of competence for a teacher, in this case is a teacher, in digital learning includes learning preparation consisting of planning and organizing learning, presentation skills both verbal and non-verbal, collaboration between teaching staff, questioning strategy skills, expertise in mastery of learning materials, involving students in learning and coordinating their learning activities, knowledge of learning theories, knowledge of digital learning, knowledge of learning planning, and mastering the learning media used.²⁴

The media commonly used for digital learning are as follows²⁵:

1) Google Classroom

According to Roida, who explained in a journal entitled the use of learning media technology during the Covid-19 pandemic, Google Classroom is an application used in the world of education which is able to facilitate ongoing learning, especially during a pandemic like

²³ Munir, *Distance Learning Based on Information and Communication Technology* (Bandung: Alfabeta, 2009), p. 22

²⁴ Nurdin Ibrahim, "ICT for Distance Learning", *Teknodik journal*, June 2005. No. 16:5-18. Jakarta: Pustekkom Ministry of National Education, p. 7

²⁵ Roida Pakpahan, and Yuni Fitriani, *Analysis of the Use of Information Technology in Distance Learning. Journal of Information Systems, Applied, Management, Accounting and Research* 4.2 (2020): p. 30-36.

now. Google Classroom is used by everyone from different scopes/levels of education, from elementary, middle school, high school/vocational school and university levels.

2) E-Learning

E-learning is distance learning that utilizes internet technology. E-learning allows students to learn via computer at their respective places without having to physically attend lessons in class. Several definitions related to e-learning are formal or informal learning, and learning supported by experts.

3) WhatsApp

WhatsApp is a communication medium that is no longer foreign to our ears, in fact it is very popular and is the platform that we currently use for both personal and social purposes. This application is owned by almost all gadget users. Apart from being able to be used to communicate remotely, this platform can also be used as a supporting medium for the learning process, such as during a pandemic like now. This platform is a tool used to carry out long-distance communication in the form of conversations using writing, images, sound and video.

4) Zoom

Zoom is a meeting application with video and screen sharing with up to 100 participants and even more than 1000 members who can join this application.

Based on the discussion and description above, it can be concluded that digital learning involves the development and utilization of various learning tools such as audio-visual materials, software, and applications like Google Classroom, E-Learning, WhatsApp, and Zoom. These tools facilitate the processing and exchange of information, enabling learners to master the digital learning media used.

According to Zen Munawar, there are several types of digital technology in the field of education²⁶:

a. Zoom

Zoom is a video conferencing application that allows users to conduct online meetings, virtual conferences, seminars, and other collaborative activities over the internet. The application is popular for its ease of use, ability to accommodate many participants, and features like screen sharing, session recording, and integration with various other applications. Zoom can be used on various devices including computers, tablets, and smartphones.

b. Google meet

Google Meet is a video conferencing service developed by Google. It enables users to conduct online meetings, virtual classes, webinars, and other collaborative activities. Google Meet is known for its integration with other Google services like Google Calendar and Gmail, which makes scheduling and joining meetings straightforward. It supports features such

²⁶ Zen Munawar, pemanfaatan teknologi digital dimasa pandemi covid-19. Jurnal teknologi informasi komunikasi (e-jurnal) vol No.2 Desember 2021. Hal.163

as screen sharing, real-time captions, and the ability to host large meetings. Google Meet can be accessed via web browsers and mobile apps on various devices.

c. Webex

Webex is an online video conferencing and collaboration platform developed by Cisco. This service allows users to hold virtual meetings, webinars, online training sessions, and other collaborative activities. WebEx offers various features such as screen sharing, session recording, integration with other applications, participant management, and meeting security settings. Webex can be accessed through web browsers, desktop applications, and mobile apps on various devices.

d. Google hangouts

Google Hangouts is a communication application developed by Google. This service allows users to send messages, make voice and video calls, and hold online meetings. Google Hangouts integrates with other Google services like Gmail and Google Calendar, making it easy for users to communicate and schedule meetings. The application can be accessed through web browsers, desktop applications, and mobile apps on various devices.

e. Learning

A learning application is software or a platform designed to support digital learning and teaching processes. These applications provide various features such as online courses, interactive learning materials, quizzes,

discussion forums, and assessment tools. Examples of learning applications include Coursera, Khan Academy, Duolingo, and edX. These applications enable users to learn anytime and anywhere using computers, tablets, or smartphones.

f. System

A system application is software designed to perform specific functions or a series of tasks within a computer system or network. These system applications may include operating systems, database management systems (DBMS), network management systems, and other applications that support the operation and management of IT infrastructure.

g. GitHub

GitHub is a software development platform that utilizes the Git version control system.

h. Google classroom

Google Classroom is a web-based platform developed by Google for schools that aims to simplify creating, distributing, and grading assignments in a paperless way.

3. Integrated Language learning

a. Integrated Language Skill Approach

The integrated language skill approach integrates all aspects of language skills, such as listening, reading, speaking, and writing in the learning process²⁷. Classroom application can be as the following for examples:

²⁷ Aydogan L (2014). Digital literacy in Modern Perspectives. Anhall Press. P.252

connecting punctuation with writing skills, combining reading skills with speaking, and elaborating literacy skills with reading, writing, and speaking. Alhaddad said that in the integrated language skill approach, the language can be presented with the other subjects, for instance, mathematics, social, and science. With proportional presentation, this approach helps students achieve the learning objectives.²⁸ The integrated language skill is connecting all aspects of language; therefore, students learn from those aspects, and students learn naturally from the learning process engagement.

The integrated language skills approach contrasts with the language skills approach. As mentioned earlier, the integrated language skills approach includes integrate reading, writing, listening, and speaking naturally in the learning process. Meanwhile, in the language skills approach, reading, writing, listening, and speaking are independent of each other²⁹. As a consequence, applying a separate learning process will not help students to enhance their language skills Therefore, the integrated language skills approach, which applies the four English skills, is the best practice to increase English competency. An integrated education curriculum connects various areas of studies by cutting across subject-matter lines. This integration connected students with meaningful activities in real life³⁰. There are several models of integrated language

²⁸ M. Alhaddad (2017). *The Usage of E-Learning for Education*. Plenary Hall. P.167

²⁹ McDonough, J., Shaw, C., & Masuhara, H. (2013). *Materials and methods in ELT: A teacher's guide* (3rd edition). London: Blackwell.

³⁰ Grossman, P., & Thompson, C. (2008). *Learning from curriculum materials: Scaffolds for new*

skills approach which combines two or more language skills³¹, such as content communication, cognition, and culture to comprehend the subject

b. Characteristics of Integrated Classes

There are several components of integrated language skill which are also suitable for second and third level of school students, such as³²:

1. Reading aloud (improves listening skills, enriches vocabulary, helps improve reading comprehension, and fosters reading interest in students).
2. Journal writing (a journal is a safe means for students to express their feelings, recount events around them, reveal their learning outcomes, and use language in written).
3. Sustained silent reading (silent reading activities carried out by students).
4. Shared reading (joint reading activities between teachers and students where everyone has the book they are reading).
5. Guided reading (reading activities in which the teacher acts more as a model or the teacher as an observer or facilitator).
6. Guided writing (guided writing where the teacher's role is as a facilitator to help students find what they want to write and how to write it clearly, systematically, and attractively).

teachers? Teaching and Teacher Education, 2, 2014-2026.
<https://doi.org/10.1016/j.tate.2008.05.002>

³¹ Brown, H. Douglas & Lee, Heekyeong. (2015). Teaching by Principle: An Interactive Approach to Language Pedagogy. New York: Pearson Education, Inc

³² Dudeney, G. & Hockly, N. (2008). How to teach English with technology. Harlow, Essex: Pearson Education

7. Independent reading (free reading is a reading activity, where students have the opportunity to decide for themselves the material they want to read), and
8. Independent writing (aims to improve writing skills, improve writing habits, and improve critical thinking skills in writing).

Furthermore, there are seven characteristics known in integrated classes, they are³³:

1. A class applies a fully integrated approach to the module.
2. Students work and study suitable with their development level.
3. Students learn through models or examples.
4. Students learn to share responsibility in learning.
5. Students involve actively in meaningful learning.
6. Students are willing to take risks and they are free to experiment.
7. Students get positive feedback from their teacher and their friends.

c. **How Digital Technology Support English Learning**

Teachers use digital technology to support English learning in various ways, enhancing the educational experience and making it more effective and engaging. Here are some specific methods³⁴:

1. E-Learning Platforms

Google Classroom, Moodle, Canvas: These platforms allow teachers to create, distribute, and manage course materials, assignments, and

³³ Níkleva, D. G. & López, M. (2012). Competencia digital y herramientas de autor en la didáctica de las lenguas. *Tejuelo*, 13, 123-140

³⁴ Michael Carrier et.al (2017). *Digital Language Learning and Teaching: Research, Theory, and Practice*. Routledge.

assessments. They facilitate easy communication and feedback between teachers and students.

2. Multimedia Resources

YouTube, TED Talks, Educational Podcasts: Teachers use videos and podcasts to provide students with authentic language input. These resources help improve listening skills and provide context for new vocabulary and grammatical structures.

Interactive Presentations: Tools like Prezi or Nearpod make lessons more visually appealing and interactive, helping to maintain student interest and engagement

3. Language Learning Apps

Duolingo, Babbel, Memrise: These apps offer interactive exercises for practicing vocabulary, grammar, listening, and speaking. They often include gamified elements to motivate students and track their progress

Quizlet: This app helps students learn vocabulary through digital flashcards and games

4. Virtual Classrooms

Zoom, Microsoft Teams, Google Meet: These platforms enable live, synchronous classes where students can practice speaking and listening in real time, participate in discussions, and give presentations

Breakout Rooms: These features allow for small group discussions and activities, promoting collaborative learning

5. Interactive Assignments

Kahoot, Quizizz, Socrative: Teachers create quizzes and interactive activities to reinforce learning in a fun and engaging way. These tools provide instant feedback, helping students to identify areas for improvement.

Padlet: This virtual bulletin board lets students post notes, images, and links, facilitating collaborative projects and discussions

6. Digital Collaboration

Google Docs, Slides, Sheets: These collaborative tools allow students to work together on documents, presentations, and spreadsheets in real time, fostering teamwork and communication skills.

7. Online Resources and Libraries

JSTOR, Khan Academy, BBC Learning English: Teachers provide access to a wealth of online reading materials, research papers, and educational videos that students can use for research and self-study.

Digital Libraries: Resources like Project Gutenberg offer free access to classic literature and other texts, supporting reading practice.

8. Automated Feedback and Assessment

Grammarly, Turnitin: These tools help students improve their writing by providing instant feedback on grammar, punctuation, and originality

AI-Based Learning Apps: Tools like Write & Improve provide automated feedback on student writing, helping them to refine their skills

9. Customized Learning Paths

Adaptive Learning Platforms: Tools like Knewton or Smart Sparrow tailor lessons and activities to individual student needs, ensuring personalized learning experiences

Learning Analytics: Teachers use data from digital platforms to monitor student progress and adjust instruction to better meet individual learning needs

By integrating these digital technologies into their teaching practices, teachers can create a more dynamic, interactive, and personalized learning environment that effectively supports English language acquisition.

a. **The obstacles in using digital technology to support English language learning**

Despite the numerous benefits of using digital technology to support English language learning, several obstacles can hinder its effective implementation³⁵:

1. **Technological Access and Infrastructure:** Limited access to reliable internet and modern devices can restrict students' ability to fully participate in digital learning activities. Schools and students in under-resourced areas may face difficulties in accessing the necessary technology.
2. **Digital Literacy:** Both teachers and students may lack the necessary digital skills to effectively use educational technology. Insufficient

³⁵ Robert E. Slavin (2013). Transforming Education with Technology. Corwin Press

training or familiarity with digital tools can lead to ineffective integration and reduced learning outcomes.

3. **Technical Issues:** Frequent technical problems, such as software glitches, hardware malfunctions, or connectivity issues, can disrupt the learning process and cause frustration for both students and teachers.
4. **Overreliance on Technology:** Excessive dependence on digital tools can overshadow fundamental language learning principles. It's essential to balance technology use with traditional teaching methods to ensure a comprehensive educational experience.
5. **Privacy and Security Concerns:** The use of digital platforms raises concerns about data privacy and security. Protecting students' personal information and ensuring safe online interactions are critical issues that need addressing.
6. **Quality and Relevance of Digital Content:** Not all digital resources are of high quality or suitable for educational purposes. Ensuring that the content is accurate, relevant, and pedagogically sound is crucial for effective learning.
7. **Distraction and Engagement:** Digital technology can sometimes lead to distractions or reduced engagement if not managed properly. Students may be tempted to use devices for non-educational purposes, which can detract from their learning experience.

8. **Equity and Inclusivity:** Ensuring that all students have equal opportunities to benefit from digital technology is essential. Students with special needs or those from diverse backgrounds may require additional support to access and utilize digital resources effectively.
9. **Resistance to Change:** Both teachers and students may resist adopting new technologies due to comfort with traditional methods or fear of the unknown. Overcoming resistance and fostering a positive attitude towards digital learning is necessary for successful implementation.

Addressing these obstacles requires careful planning, adequate training, and ongoing support to maximize the benefits of digital technology in English language learning.

b. **The way to overcome obstacles in using digital technology to support English language learning**

1. **Assessing Student Skill Levels:** Begin by assessing students' existing digital literacy skills to tailor technology use appropriately. This ensures that the technology selected is accessible and suitable for all students, taking into account their varying levels of comfort and proficiency with digital tools.
2. **Training and Support:** Provide teachers with professional development and ongoing support in using digital technology effectively. Training can include best practices for integrating technology into lessons, using various platforms, and troubleshooting

common issues. Providing technical support helps teachers and students alike to navigate technological challenges.

3. **Selecting Appropriate Tools:** Choose digital tools and platforms that align with the learning objectives and are suitable for the curriculum. This could include interactive language learning apps, online discussion forums, language games, video conferencing tools, and multimedia resources that can enhance language acquisition
4. **Personalization:** Use digital technology to offer personalized learning experiences. This can include adaptive learning software that adjusts content to individual student needs, allowing for differentiated instruction. Digital tools can also provide instant feedback and data analytics to track student progress and inform instructional adjustments.
5. **Encouraging Active Use:** Promote active use of digital technology in the classroom by integrating it into everyday learning activities. This could involve using digital storytelling tools, collaborative platforms, and multimedia presentations that encourage student engagement and active participation in the learning process.
6. **Addressing Connectivity Issues:** If connectivity is an issue, consider blended learning approaches that combine digital tools with offline resources. This allows students to engage with content regardless of internet access, ensuring continuity in their learning experience.
7. **Monitoring and Evaluation:** Continuously monitor the effectiveness of digital tools and assess their impact on student learning. Collect feedback

from students and teachers to make informed decisions about whether certain technologies are meeting learning objectives. Adjust the use of these tools as needed based on feedback and assessment results³⁶

4. "Merdeka" Curriculum

a. "Merdeka" Curriculum

According to Ujang Cepi Barlian, et al. quoting from S. Nasution, that the curriculum is a plan prepared to facilitate the teaching and learning process under the guidance and responsibility of the school or educational institution and its teaching staff. Furthermore, Nasution explained that a number of curriculum theorists were of the opinion that the curriculum not only includes all planned activities but also events that occur under school supervision. So, apart from formal curriculum activities which are often called co-curricular or extra-curricular activities (co-curriculum or extra curriculum)³⁷.

The curriculum is a guide that teachers use as a frame of reference for developing the learning process. All learning activities, starting from preparing learning plans, selecting learning materials, determining approaches and strategies/methods, selecting and determining learning media, determining evaluation techniques, all of which must be guided by the curriculum. One of them is in the

³⁶ Singh, P., & Thurman, A. (2019). "How digital tools can support language learning." *TESOL International Journal*, 14(1), 26-48

³⁷ Ujang Cepi Barlian, Siti Solekah, and Puji Rahayu, "Implementation of the Independent Learning Curriculum in Improving the Quality of Education", *Journal Of Educational And Language Research : Bajang Journal*, vol. 1, No. 12, (July 2022), p. 4.

independent learning curriculum.³⁸

Ki Hajar Dewantara views education as a driving force for student development, namely: education teaches to achieve change and benefit the surrounding environment. The concept of an independent learning curriculum is a concept from Ki Hajar Dewantara. Ki Hajar Dewantara said that learning to be independent means being independent of yourself. Students' interests and talents must be independent so that they can develop widely.³⁹ Nadiem Makarim explained that the "Merdeka" curriculum is a new form of reform and a new breakthrough that focuses on cultural transformation. He also said that in this "Merdeka" curriculum the approach is not only administrative, but must also be oriented towards the child. So, it is hoped that this curriculum will be able to make graduates compatible with Pancasila students.⁴⁰

According to Ujang Cepi Berlian, et al. quoting from Indrawati, et al., that the "Merdeka" Curriculum is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies. Teachers have the freedom to choose various teaching

³⁸ Naela Milatina Azka, "Problematics of Implementing the 2013 Curriculum in Cross-Interest Chemistry Learning in Class X Social Sciences (IIS) MAN Tegal City", Thesis, (Semarang: Walisongo State Islamic University, 2015), p. 22.

³⁹ Della Khoirul Ainia, "Freedom to Learn in the Views of Ki Hajar Dewantara and Its Relevance for the Development of Character Education", Indonesian Journal of Philosophy, vol. 3, no. 3, (2020), p. 95-101.

⁴⁰ Ineu Sumarsih, et al., *Analysis of the Implementation of the Independent Curriculum in Primary Schools*, Vol. 6 No. 5, 2022, p. 8248-8258.

tools so that learning can be tailored to the learning needs and interests of students. Projects to strengthen the achievement of Pancasila student profiles are developed based on certain themes determined by the government. The project is not directed at achieving specific learning achievement targets, so it is not tied to subject content.⁴¹

The "*Merdeka*" curriculum began to be tested in 2020 and will begin to be implemented in 2022. The "*Merdeka*" Curriculum was first initiated by the Minister of Education and Culture, namely Nadiem Makarim in 2019, this was motivated by the results of the Program for International Student Assessment (PISA) research conducted implemented in 2019 with the assessment results of students in Indonesia only occupying sixth position from the bottom, so with the results of this research the Minister of Education and Culture initiated a new curriculum concept. The "*Merdeka*" curriculum has the concept of independence and freedom for education in Indonesia to determine for themselves the best way or method that can be used during the teaching and learning process. The concept of a "*Merdeka*" curriculum has similarities with the concept of freedom education thought by Paulo Freire, this can be seen from the similarity of goals, namely humanization which is carried out to provide freedom of opinion and thought in the learning process where at this point education must be

⁴¹ Ujang Cepi Barlian, Siti Solekah, and Puji Rahayu, "*Implementation of the Independent Learning Curriculum in Improving the Quality of Education*", Journal of Educational and Language Research: Bajang Journal, vol. 1, No. 12, (July 2022), p. 4-5.

able to bring humans to physical and spiritual independence⁴².

By understanding and applying the educational perspective and connecting it with the "freedom of learning" policy movement that has been launched by the Minister of Education and Culture Nadiem Makarim, it is hoped that education in Indonesia will have a clear direction and goals. Apart from that, education in Indonesia is becoming more advanced, of better quality and in line with the expectations of all Indonesian people and is in line with what is mandated by the 1945 Constitution.⁴³

b. Objectives of the "*Merdeka*" Curriculum

- a. Based on the government's theme, the "*Merdeka*" curriculum was created to improve student achievement with a Pancasila profile. Where the project is not intended to achieve certain learning objectives and is not related to the content of the subject. The following are the objectives of the "*Merdeka*" curriculum, including
- b. Creating fun education Creating a fun educational experience for teachers and students is the main goal of a "*Merdeka*" curriculum. The development of skills and character in accordance with the values of the Indonesian nation is emphasized in the Indonesian

⁴² Madhakomala, Layli Aisyah, Fathiyah Nur Ruzqiqa, et al, "*Independent Curriculum in the Perspective of Paulo Freire's Educational Thought*", *At-Ta`lim : Journal of Education*, vol.8 No.2 (2022), p. 162-172.

⁴³ Kasmawati, *Teachers' Perceptions Of the Concept Pf Education (Study On The Implementation at SMA Negeri 5 Takalar)*, Thesis: Muhammadiyah University of Makassar, (2021), p. 6-7.

education curriculum.

- c. Catching up on learning gaps The Covid-19 pandemic has left learning gaps, and the "*Merdeka*" curriculum aims to fill them.
- d. This curriculum aims to ensure that Indonesian education is not inferior to developed countries, where students are free to choose what they study.
- e. Developing students' potential. The next goal of the "*Merdeka*" curriculum is to help students realize their full potential. To facilitate deeper learning, this curriculum has been simplified and adapted. Apart from that, the "merdeka" curriculum emphasizes basic information and stages of student competency development⁴⁴

In its aim as an effort to restore learning, the "*Merdeka*" curriculum also gives teachers the freedom to choose and adapt learning tools that suit the learning needs of an educational institution, so that students can deepen concepts and strengthen competencies well according to their learning needs and interests.

c. Implementation of the "*Merdeka*" Learning Curriculum

Implementation is a form of effort to achieve, realize, create, strive with the aim of completing what is intended. The simple language of implementation is an evaluation of the implementation or implementation of something based on policy. Implementation usually

⁴⁴ Maipita, I., Dalimunthe, M. B., & Sagala, G. H. *The Development Structure of the Independent Learning Curriculum in the Industrial Revolution Era*. Proceedings of the International Conference on Strategic Issues of Economics, Business and, Education (ICoSIEBE 2020), 2021, p. 163.

has a connection with an institution or agency that launches various policies to achieve a goal.⁴⁵

According to Ujang Cepi Barlian, et al. quoting Hasbulloh, that the curriculum is the entire program, facilities and activities of an educational or training institution to realize its vision, mission and institution. Therefore, the implementation of the curriculum to support the success of an educational institution must be supported by the following things. First, the presence of competent personnel. Second, there are adequate facilities. Third, there are auxiliary facilities as support. Fourth, the existence of educational support staff such as administrative staff, supervisors, librarians, laboratories. Fifth, there is adequate funding, sixth, there is good management. Seventh. Maintaining a supportive culture; religious, moral, national and others, eighth, transparent visionary leadership and table accounts.⁴⁶ So, the implementation of the Independent Learning Curriculum is the planning of teaching material units that have gone through various stages of screening with the aim of improving learning by freeing educators to convey learning and freeing students to search for scientific sources.

The advantages of the “*Merdeka*” Learning Curriculum are:

1. The *Merdeka* learning curriculum is simpler and deeper in learning, so that the material presented is essential material as well as the

⁴⁵ Joko Pramono, *Implementation and Evaluation of Public Policy* (Surakarta: UNISRI Press, 2020), p. 2.

⁴⁶ Ujang Cepi Barlian, Siti Solekah, and Puji Rahayu, "Implementation of the Independent Learning Curriculum in Improving the Quality of Education", *Journal of Educational and Language Research: Bajang Journal*, Vol. 1, No. 12, (July 2022), p. 4.

development phases of students. So that in learning the teacher is more in-depth in delivering the material and is not rushed and students feel comfortable and enjoyable.

2. Students, teachers and educational units are given freedom like in high school, there are no specialization subjects, so students are free to choose their interests and talents, it is hoped that students can develop their abilities.
3. Education units are given the freedom to process and organize the curriculum based on the characteristics of the education unit and the characteristics of students such as determining graduation criteria, learning approaches, so that they can organize learning.
4. Teachers teach according to students' abilities. with arrangements at the beginning to find out the extent of students' understanding and students' readiness for this learning.
5. More relevant and interactive, because the emphasis is on the project. So that students are more active in exploiting issues in the environment, such as moral issues. This makes students active and learning more active.
6. Teachers can adjust local content in learning according to the abilities of students whose abilities have been identified.⁴⁷

⁴⁷ Al Yakin, A., Muthmainnah, Ganguli, S., Cardoso, L., & Asrifan, A, *Cyber socialization through intelligent digital classroom management (SDCM) as a pedagogical innovation in the "Freedom to Learn Independent Campus (MBKM)" curriculum*. In *Digital Learning Based Education: Beyond Physical Barriers*, Singapore: Springer Nature Singapore, 2023, p. 3-8.

d. Digital technology in the implementation of Merdeka Curriculum

In the "*Merdeka*" curriculum, digital technology plays a pivotal role in supporting English learning by offering a range of innovative tools and resources⁴⁸. Teachers leverage e-learning platforms such as Google Classroom and Moodle to design interactive lessons, assign tasks, and monitor student progress in real-time, facilitating a more engaging and organized learning environment. Multimedia resources, including videos, podcasts, and interactive presentations, enhance the teaching of language skills by providing diverse and contextualized input, which aids in listening and comprehension. Language learning apps, such as Duolingo and Quizlet, offer personalized practice opportunities for vocabulary and grammar, often incorporating gamified elements to motivate students. Virtual classrooms using platforms like Zoom and Microsoft Teams enable real-time interaction and discussions, promoting speaking and listening practice. Additionally, digital collaboration tools like Google Docs and Padlet support group work and project-based learning, allowing students to collaborate effectively and receive timely feedback. Automated feedback tools, including grammar correction software, provide instant corrections on writing assignments, helping students refine their language skills. The integration of these digital technologies not only enriches the learning experience but also ensures that the curriculum is adaptable to

⁴⁸ Ibid. P.23

individual needs and interests, making English learning more effective and personalized.

5. English Learning

Learning is a combined element that is composed of human elements, materials, facilities, equipment and procedures that influence each other to achieve learning objectives.⁴⁹

In the learning process there will be interaction between students and their environment. Thus, the learning process does not only occur between teachers and students but also with other sources such as media and materials. Language is a tool for expressing meaning which is realized through language words and vocabulary. Thus, language plays an important role in human life. Language increasingly functions in a person's use of language, which can be seen from the quality and capacity of the vocabulary possessed⁵⁰.

Language is not actually a science, it is a communication skill. Language is not just sounds that can be understood empirically. But it is also rich with non-empirical meaning. Language is a system or more precisely (i.e. sound system, grammatical system, meaning system). And that variations in language use are often systematic as well.⁵¹

⁴⁹ Rohimajaya, NA, & Hamer, W, *INDEPENDENT CURRICULUM FOR HIGH SCHOOL ENGLISH LEARNING IN THE DIGITAL ERA. KLAUSA* (Linguistic Studies, Language Learning and Literature), 7 (1), 2023, p. 1-8.

⁵⁰ Ahmad Izzan, *English Language Learning Methodology* (Bandung: Humaniora, 2008) p. 19.

⁵¹ Putri, SAMDU, Ratminingsih, NM, & Santosa, *Systematic Review of Cake Applications for Students' Learning Motivation and Vocabulary Mastery: English. Journal of English Language Development*, 3 (02), 2023, p. 139-153.

From the definitions above, it can be concluded that language is a communication tool used by humans to convey messages from the sender to the recipient. Language acquisition does not occur spontaneously; it requires interaction with others. Children who grow up isolated from social environments do not develop language skills. Humans have the innate ability to produce various sounds, which are then developed into meaningful symbols. English is a means of oral and written communication. Meanwhile, communicating is understanding and expressing information, thoughts, feelings, and developing science, technology and culture.⁵²

In English lessons there are four basic skills that all students must learn, including⁵³:

1. Listening

Listening is a skill that is still neglected, because this skill lacks material in the form of textbooks and other means such as recordings that are traded to support teachers' tasks in listening lessons for use in English.

2. Speaking

The main purpose of speaking ability is to convey messages to other people, namely being able to communicate in a language. The first goal can be achieved through activities while the second goal can be achieved through development exercise

⁵² Sudimantara, *Perspectives and Experiences of Indonesian Pre-Service English Teachers in Developing Digital Learning Resources*. *English Review: Journal of English Language Education*, 11 (3), 2023, p. 609-628.

⁵³ Putra, *Implementation of Digital English Learning for Middle School Students Based on the Independent Curriculum*. *CaLLs: Journal of Culture, Arts, Literature, and Linguistics*, 9 (2), 2023, p. 185-196.

3. Writing

Writing skills are considered the most difficult skills compared to other language skills. When a learner uses a second language orally, a native speaker may understand and accept less than perfect pronunciation. However, if students use the second language in writing, native speakers who read it will be more harsh in assessing writing that has lots of spelling or grammatical errors.

4. Reading

Reading is a very complicated or complex activity because it depends on the student's language skills and level of learning. A person's goal in reading is to understand or understand the content of the message contained in a reading as efficiently as possible. Reading activities involve the skills of recognizing a text and drawing conclusions about the meaning of words using unfamiliar vocabulary items. So, children have the ability to learn any language, including learning English as a foreign language.

B. Previous Research

Previous research is the researcher's attempt to find comparisons and then to find new inspiration for further research. Besides that, previous studies help research position the research and show the originality of the research. In this section the researcher lists various previous research results related to research that has been published or not yet published. The following is previous research that is still related to the theme the author is studying.

Research conducted by Yuli Ika Lestari, Johny Alfian Khusyairi with the title "*Becoming a Platform Teacher in the Digital Era: Representation of English Teacher Identity in Merdeka Mengajar*", Proceedings of the International Conference on English Language and Literature (ELLiC) 6, 574-592, 2023.⁵⁴

The Merdeka Mengajar Platform (PMM) is an official platform issued by the Indonesian Ministry of Education and Culture to ensure teachers are successful in facing changes in the post-pandemic educational situation. The use of PMM facilitates teachers to teach according to their students' abilities, provides training to improve teacher competency, and involves the community to build a collaborative teaching ecosystem with colleagues. This study discusses the identity represented in *Merdeka Mengajar* as an official platform to support teachers in implementing the Merdeka Curriculum. This focuses on the extent to which the features available on PMM as a Platform provided by the government, are in accordance with the basic components of pedagogy. The aims of this research are: (1) to explore strategies for forming the identity of English teachers in *Merdeka Mengajar*, and (2) to analyze the identity offered as a representation of English teacher content using a pedagogical perspective. Qualitative research methods collect data by observing the content of the *Merdeka Mengajar* Platform including; Inspirational videos, independent exercises, proof of my work, student assessments and teaching tools. The first finding shows that identity as an English Teacher is formed by (1) providing an ideal identity, (2) supporting teacher needs, (3) valuing teacher participation, and (4) involving a larger audience (colleagues).

⁵⁴ Lestari, YI, & Khusyairi, JA, *Becoming a Platform Teacher in the Digital Era: Representation of English Teacher Identity in Merdeka Mengajar*. In Proceedings of the International Conference on English Language and Literature (ELLiC), Vol 6, June 2023, p. 592

The English Teacher's identity is represented in the use of (1) purposeful content diction, (2) various sources, and (3) teacher interaction as content creator-audience on the platform. This can be indicated as a new form of English teacher identity which is not only a social identity but also a digital identity. Yuli Astutik, Sheila Agustina, Fika Megawati, Rishma Anggraini

Research conducted by Yuli Astutik, Sheila Agustina, Fika Megawati, and Rishma Anggraini with the title *"Increasing English teacher innovation through training in developing teaching modules with the integration of digital technology"*. *Journal of Community Service and Empowerment* 4 (3), 459-466, 2023.⁵⁵ To achieve quality learning in accordance with the aspirations and goals of the four SDGs, teachers need to create comprehensive learning that suits students' needs. Complete and precise learning can be demonstrated through the teaching modules used by teachers. In fact, teachers still encounter obstacles in developing teaching modules that suit students' needs in the current era of digital technology. This obstacle is also experienced by high school English teachers in Sidoarjo. One of the challenges is the lack of innovation in the use and application of information and technology-based English language learning media. Therefore, with this community service, the author aims to increase the innovation of high school English teachers through training in developing teaching modules with EdPuzzle integration. The success of this program is measured by questionnaires filled out by teachers. As a result, teachers who previously did not know what EdPuzzle was, were finally able to create and implement it in their classrooms.

⁵⁵ Astutik, Y., Agustina, S., Megawati, F., & Anggraini, R, *Increasing English Teacher Innovation Through Training in Developing Teaching Modules With Technology Integration Digital*. *Journal of Community Service and Empowerment*, 4 (3), 2023, p. 459-466.

They think that digital media such as EdPuzzle is very useful for teaching and learning English. Thus, this community service has been carried out well and succeeded in achieving the planned goals.

Research conducted by Lintang Octavia, Entika Fani Pratikawati with the title "*English Teacher's Perspective on Technology-Enhanced Formative Assessment to Support the Implementation of the Independent Learning Curriculum*".⁵⁶ This research aims to determine the technology used by English teachers in implementing formative assessment to support the Independent Learning Curriculum. To achieve this aim, this research uses a qualitative research design. This research was conducted at SMA N 2 Kendal. The subjects in this research were all English teachers at SMA N 2 Kendal. The instruments used were observation sheets, interviews and documentation to obtain data. The data obtained was analyzed using qualitative descriptive methods. The results show that the technology used by teachers at SMA N 2 Kendal for formative assessment is Google Form, Padlet, and Jamboard. English teachers stated that the use of technology-enhanced formative assessment was considered an innovative tool in supporting the implementation of the Merdeka Belajar Curriculum. Therefore, technology-based formative assessments should continue to be used.

This research, *The Use of Digital Technology to Support Integrated English Learning in the Merdeka Curriculum*, has a broader scope compared to the five previous studies. This research comprehensively

⁵⁶ Lintang Octavia, Entika Fani Pratikawati, *English Teacher's Perspective on Technology-Enhanced Formative Assessment To Support the Implementation of the Independent Learning Curriculum*, In International Conference on Science, Education and Technology, Vol. 8, p. 1-8

examines the use of digital technology to support English learning, including identifying the technologies used by teachers, how they support learning, the challenges faced, and the solutions implemented. Unlike the study by Yuli Ika Lestari et al., which focuses on the formation of digital teacher identity through the Merdeka Mengajar platform, This research explores the broader use of digital technology. Additionally, Yuli Astutik et al.'s study emphasizes training in using EdPuzzle, whereas this research addresses various digital technologies. Lintang Octavia et al. examine the use of technology in formative assessment, while this research covers broader aspects of English learning. The other two studies focus on specific media or approaches, differing from this research, which highlights the comprehensive integration of technology in implementing the Merdeka Curriculum.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research uses a qualitative design, according to Creswell, a qualitative approach is useful for uncovering a problem and developing it in detail to understand the phenomenon of a problem⁵⁷. In qualitative research, the data analyzed is based on the characteristics of the phenomenon, the data is analyzed by focusing on the overall picture rather than numerical data. Therefore, this research design is suitable for this research because the aim of this research is to find out how digital technology is used to support the integration of English language learning in the independent curriculum. Moreover, the choice of a qualitative approach was motivated by the nature of the phenomena under investigation, requiring in-depth qualitative data

Creswell also stated that the qualitative method involves conducting research in natural settings, where the researcher serves as the primary instrument, and emphasizes understanding participant meaning⁵⁸. Conducting research in natural settings means that data collection occurs directly in the field, reflecting real-life conditions without any manipulation or interference by the researcher. As the main instrument of the study, the qualitative researcher personally gathers data through methods such as document analysis, behavioral observation, and

⁵⁷ Jhon W. Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approach Fourth Edition*, Los Angeles, SAGE, P. 234

participant interviews. This hands-on approach ensures that the researcher directly engages with the research environment and participants to obtain authentic and meaningful insights.

Descriptive approach employed in this research, descriptive research is conducted to determine the value of independent variables, whether one or more, without making comparisons or connecting them with other variables⁵⁹. Descriptive research is a study conducted to determine the value of variables, whether there is one variable or more, without making comparisons or connecting them with other variables. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques.

In this research, researcher describes the phenomenon happened in the field. The issue is the use of digital technology to support English language learning based on the implementation of *Merdeka* Curriculum. The researcher employs one issue as independent variable without giving connection to another variable.

B. Research Subjects

The subjects of this research are people who really understand what is being researched, therefore, the subjects of this qualitative research are all parties who can provide the necessary information or data.

⁵⁹ Sugiyono. (2012). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta. Sillalahi, Ulber. P.12

Purposive sampling technique was used to select participants in this research. Tashakkori and Teddlie stated that purposive sampling involves selecting certain units or cases based on certain objectives, not randomly.⁶⁰

Therefore, the subject of this research is the English teacher at SMP Negeri 1 Rejang Lebong. Researchers select SMP Negeri 1 Rejang Lebong because this school is one of the favorite schools in Rejang Lebong and this school also applies the *Merdeka* curriculum fully. Based on the data that the researcher takes from DIKBUD Rejang Lebong, SMPN 1 Rejang Lebong is the school that has implemented "Merdeka" Curriculum since 2021. It starts from pilot school which implemented Merdeka Curriculum until fully implemented. Apart from that, based on researcher interview and observation, researcher saw that students and teachers were very active in learning using digital technology, students admitted that learning using digital technology made learning English very easy and developed, then observations, interviews and documentation were carried out to strengthen the research data.

The subject was three Teachers from grade VII, VIII and XI who teach English based on *Merdeka* Curriculum and use digital technology to support the implementation of curriculum. The subject selection used purposive sampling. According to Creswell, purposive sampling is proposed to learn or understand the central phenomenon by selecting

⁶⁰Tashakkori, A., & Teddlie, C. (2003). *Handbook of mixed methods in social & behavioral research*. Thousand Oaks, CA: Sage

individuals and sites intentionally⁶¹. The consideration of selecting the subject is because they teach English based on *Merdeka* curriculum implementation. The second reason is because the teachers using digital technology in teaching process. The last, the teachers are one of civil servant who is involving in *Guru Pengerak* program conducted by Minister of Education.

C. Data collection techniques

The aim of this research is to find out how digital technology is used to support integrated English learning in the "*Merdeka*" curriculum at SMP Negeri 1 Rejang Lebong. To achieve this, researcher collect data directly from the subjects studied, as stated by Sugiyono in Iryana and Kawasaki, qualitative research relies. Triangulation of data obtained from three methods: observation and interviews.

1. Observation

Observational data collection is a research method in which researchers collect data by directly observing the object or subject being studied without intervention. Observations can be carried out in a structured manner, where the researcher uses certain guidelines or checklists, or unstructured, where observations are carried out freely. According to Moeloeng, that observing is a place and people at research place for gain the data. Observation made by researcher in collecting data was obtained through utterances produced by the

⁶¹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth Edition, (Boston: Pearson Education, Inc.,2012), p.206

teacher⁶². This technique is often used in qualitative research to understand social phenomena, behavior, and processes.

In this research, the researcher employed non-participation observation, indicating that they did not actively participate in the teaching and learning process in the class. Instead, the researcher solely observed the teacher during the English reading lessons. The primary goal of these observations was to validate the use of digital technology to support English learning process based on the implementation of *Merdeka* Curriculum.

2. Interview

In-Depth Interview: This method involves direct interaction between researchers and respondents with the aim of exploring information in depth. Interviews can be structured, semi-structured, or unstructured. In this study, the researcher employed a structured interview format, using a predetermined set of questions for both students and teachers to gather information. An interview serves as a data collection method involving direct, face-to-face interactions with selected respondents. Its objective is to obtain reliable and valid data through verbal responses from one or more individuals. According to Bungin, an in-depth interview is a process of acquiring information for research purposes through face-to-face questioning between the

⁶² Moleong, L. . (2006). *Metode Penelitian Kualitatif*. Remaja Rosda Karya

interviewer and the informant, either with or without the use of an interview guide⁶³

3. Documentation

Documentation is the collection and analysis of documents relevant to research, such as diaries, letters, photos, videos or reports. Documentation helps provide additional context and enriches data obtained from other methods.

D. Research instruments

According to Sugiono, research instruments are tools used to measure observations of natural and social phenomena⁶⁴. The aim is to collect data or information that is useful for answering researchers' problems. In this research, researchers used two main instruments:

1. Observation

The observation sheet was designed to facilitate the collection of data related to What digital technology used by the Teachers to support English Learning in the “*Merdeka*” Curriculum implementation at the 7th and 8th grade of SMPN 1 Rejang Lebong. In this context, observations were made by monitoring digital technology used by the teachers in teaching English. The observation sheet was structured according to Digital Language Learning and Teaching: Research, Theory, and Practice as suggested by Michael Carrier et.al (see

⁶³ Burhan Bungin, *Penelitian Kualitatif*. Edisi Kedua (Jakarta: Kencana Prenasa Media Group, 2007), p. 111

⁶⁴ *Ibid.* p.27

Chapter 2). The blueprint of the observation sheet is presented in the table below:

Table 3. 1
Blueprint of Digital Technology Used by Teachers to Support English Learning

No	Theory	Kind of Digital Technology	Teacher 1	Teacher 2	Teaching skills
1	Digital Language Learning and Teaching: Research, Theory	c. E-Learning Platforms (Duolingo, Babbel, Memrise, Quizlet)			
		d. Multimedia Resources (Zoom, Microsoft Teams, Google Meet, Breakout Rooms)			
		e. Language Learning Apps (Kahoot, Quizizz, Socrative, Padlet)			
		f. Virtual Classrooms (Google Docs, Slides, Sheets)			
		g. Interactive Assignments (JSTOR, Khan Academy, BBC Learning English, Digital Libraries)			

		h. Digital Collaboration (Google Docs, Slides, Sheets)			
		i. Online Resources and Libraries (JSTOR, Khan Academy, BBC Learning English, Digital Libraries)			
		j. Automated Feedback and Assessment (Grammarly, Turnitin, AI-Based Learning Apps)			
		k. Customized Learning Paths (Adaptive Learning Platforms, Learning Analytics)			

2. Interview Guidance 1

This research applies interviews to collect data collected to answer the question how digital technology used to support integrated English learning in a "*Merdeka*" curriculum implementation Therefore, researchers used semi-structured interviews to find out what are the obstacles to the use of technology in this independent curriculum, what

are the solutions when there are obstacles. An interview involves an interviewee and an interviewer, where the interviewer will be asked questions and the interviewee must answer them. An interview is a meeting of two or more people to share information and thoughts through several questions and responses. The researcher constructs the interview adopted by Michael Carrier et.al. the blueprint interview can be seen in the table below:

Table 3. 2
Blueprint Of How Digital Technology Used To Support Integrated English Learning In A "Merdeka" Curriculum Implementation

No	Theory	Kind of Digital Technology	Questions
1	Digital Language Learning and Teaching: Research, Theory	1. E-Learning Platforms (Duolingo, Babel, Memrise, Quizlet)	1. How often do you use E-Learning platforms for your English classes? 2. Which features of the platform do you find most useful? 3. How do you use the platform for English learning? 4. How the platform supports English learning in Merdeka Curriculum implementation?
		2. Multimedia Resources (Zoom, Microsoft Teams, Google Meet, Breakout Rooms)	5. How often do you Multimedia Resources for your English classes? 6. Which features of the platform do you find most useful? 7. How do you use the platform for English learning? 8. How the platform supports English learning in Merdeka Curriculum implementation?
		3. Language Learning Apps (Kahoot,	9. How often do you use language learning apps platforms for your English classes?

		Quizizz, Socrative, Padlet)	<p>10. Which features of the platform do you find most useful</p> <p>11. How do you use the platform for English learning?</p> <p>12. How the platform supports English learning in Merdeka Curriculum implementation?</p>
	4.	Virtual Classrooms (Google Docs, Slides, Sheets)	<p>13. How often do you use virtual classrooms platforms for your English classes?</p> <p>14. Which features of the platform do you find most useful</p> <p>15. How do you use the platform for English learning?</p> <p>16. How the platform supports English learning in Merdeka Curriculum implementation?</p>
	5.	Interactive Assignments (JSTOR, Khan Academy, BBC Learning English, Digital Libraries)	<p>17. How often do you use interactive assignments platforms for your English classes?</p> <p>18. Which features of the platform do you find most useful?</p> <p>19. How do you use the platform for English learning?</p> <p>20. How the platform supports English learning in Merdeka Curriculum implementation?</p>
	6.	Digital Collaboration (Google Docs, Slides, Sheets)	<p>21. How often do you digital collaboration platforms for your English classes?</p> <p>22. Which features of the platform do you find most useful?</p> <p>23. How do you use the platform for English learning?</p> <p>24. How the platform supports English learning in Merdeka Curriculum implementation?</p>
	7.	Online Resources and Libraries (JSTOR,	<p>25. How often do you use online resources and libraries platforms for your English classes?</p>

		Khan Academy, BBC Learning English, Digital Libraries)	<p>26. Which features of the platform do you find most useful?</p> <p>27. How do you use the platform for English learning?</p> <p>28. How the platform supports English learning in Merdeka Curriculum implementation?</p>
		8. Automated Feedback and Assessment (Grammarly, Turnitin, AI-Based Learning Apps)	<p>29. How often do you use Automated feedback and assessment platforms for your English classes?</p> <p>30. Which features of the platform do you find most useful?</p> <p>31. How do you use the platform for English learning?</p> <p>32. How the platform supports English learning in Merdeka Curriculum implementation?</p>
		9. Customized Learning Paths (Adaptive Learning Platforms, Learning Analytics)	<p>33. How often do you use Customized learning paths platforms for your English classes?</p> <p>34. Which features of the platform do you find most useful?</p> <p>35. How do you use the platform for English learning?</p> <p>36. How the platform supports English learning in Merdeka Curriculum implementation?</p>

3. Interview Guidance 2

In this part, researchers interview subjects to answer the third and fourth questions about “What are the obstacles in using digital technology to support English language learning in the “Merdeka” curriculum” and How do the teachers overcome the obstacles in using digital technology to support integrated English learning in the

"Merdeka" curriculum" at SMP Negeri 1 Rejang Lebong. Researchers the interview guidance based on Robert E. Slavin theory. The blueprint interview can be seen in the table below:

Table 3. 3
Blueprint of How Digital Technology Used To Support Integrated English Learning In A "Merdeka" Curriculum Implementation

No	Theory	Obstacles	Indicator	Questions
1	The obstacles in using digital technology to support English language learning	2. Technological Access and Infrastructure	Limited access to reliable internet and modern devices can restrict students' ability to fully participate in digital learning activities	2. Do you have consistent access to the internet and a suitable device for participating in digital English learning activities? 3. What challenges have you encountered with students' access to reliable internet and devices when using digital technology for English learning? 4. How do you overcome the obstacle?
		3. Digital Literacy	teachers and students may lack the necessary digital skills to effectively use educational	1. What challenges do you face regarding students' digital literacy skills when using digital

			technology	technology for English learning? 2. How do you overcome it?
		4. Technical Issues	Frequent technical problems, such as software glitches, hardware malfunctions, or connectivity issues, can disrupt the learning process	A. What technical issues have you encountered when using digital technology for English learning, and how have these issues impacted your teaching? B. How do you troubleshoot and resolve technical problems that arise during digital learning sessions?
		5. Overreliance on Technology	Excessive dependence on digital tools can overshadow fundamental language learning principles	2. What obstacles do you find in connected to reliant on digital technology? 3. How do you overcome the obstacle?
		6. Privacy and Security Concerns	The use of digital platforms raises concerns about data privacy and security	1. What privacy and security concerns have you encountered when using digital technology for English learning, and

			<p>how do you address these issues to protect your students?</p> <p>2. How do you solve it?</p>
		<p>7. Quality and Relevance of Digital Content</p>	<p>Not all digital resources are of high quality or suitable for educational purposes</p> <p>c. What challenges do you face in finding high-quality and relevant digital content for your English classes, and how do you ensure the materials you use are effective and appropriate?</p> <p>d. How do you overcome it?</p>
		<p>8. Distraction and Engagement</p>	<p>Digital technology can sometimes lead to distractions or reduced engagement if not managed properly</p> <p>1. What challenge do you find in distractions and engagement?</p> <p>2. How do you overcome it?</p>
		<p>9. Equity and Inclusivity</p>	<p>Ensuring that all students have equal opportunities to benefit from digital technology is essential</p> <p>A. How do you address issues of equity and inclusivity to ensure all students have equal access to digital technology and resources in your English</p>

				classes? B. How do you overcome it?
		10. Resistance to Change	Both teachers and students may resist adopting new technologies due to comfort with traditional methods or fear of the unknown	1. What problem do you find connecting to resistance to change among students in your English classes? 2. How do you overcome it?

E. Technique Data analysis A

Data analysis is a systematic process for evaluating data using analytical and logical methods to reveal useful information, draw conclusions, and support decision making. This process involves several steps, including collection, processing, processing of data, and interpretation of results.

The research continued by analyzing the data, and Cresswell's theory in Matthews and Michael Huberman's book was used in this research as follows⁶⁵:

1. Data Reduction

Data reduction is the process of integrating and uninforming all of the data into a script that can be analyzed. After conducting a semi-structured interview with the teacher, direct observation, and

⁶⁵ Miles, M. B., Huberman, A. M., & Saldana, J. (1994). *Qualitative Data Analysis: A Methods Sourcebook* (Third). SAGE Publications

documentation, the researcher chose which of the outcomes were the data that would be used to support the research.

2. Data display

Stages of data display contain about half of the data in writing and have a clear theme line into a matrix of category-specific as incorporated themes and categorized, and will split these themes into more concretions and simplified from called a subtheme, ending by contaminating code of the subtheme in accordance with verbatim of the interview before has been done. Interviews may provide information that cannot be obtained through observation, or they can be used to verify observations. The qualitative interview is typically more probing and open ended and less structured than the interview used in quantitative research but varies considerably in the way it is conducted⁶⁶.

3. Conclusion and verification

Drawing conclusion and verification data is the last phase in the research data analysis process. The preliminary findings researched are just tempory, and they will be revised it substantial evidence is not found to support the next step of data collecting. When the researcher return to the field to synthesize the data, the findings researched in the early phases are backed by reliable consistent evidence, and the conclusion reached are innovative.

⁶⁶ Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Introduction to Research in Education (8th ed.). Wadsworth Cengage Learning

CHAPTER IV FINDINGS AND DISCUSSION

This section verifies the observed phenomena and discussions through a thorough analysis of data collected from observation and interview, which is further. The insights gained from these methods align with and strengthen the research findings, offering a unified and substantiated understanding of the study's results.

A. Findings

The researcher presented findings derived from observation and interview. The purpose of collecting this data was to validate how digital technology is used to support integrated English learning in the "*Merdeka*" curriculum at SMP Negeri 1 Rejang Lebong. The study employed a descriptive approach, characterized by qualitative methodology.

1. What Digital Technology Used by the Teachers to Support English Learning in the “*Merdeka*” Curriculum Implementation.

A. The Observation Result

The observation sheet was designed to facilitate the collection of data related to What digital technology used by the Teachers to support English Learning in the “*Merdeka*” Curriculum implementation at the 7th and 8th grade of SMPN 1 Rejang Lebong. The observation was done three times from 7th, August to 20th September, 2024. There are three teachers being observed. The result of the observation can be seen in the table below:

Table 4. 1
Digital Technology Used By The Teachers To Support English Learning In
The “Merdeka” Curriculum Implementation

No	Kind of Digital Technology	Teacher 1	Teacher 2	Teacher 3
1	1. E-Learning Platforms	-	-	-
	2. Multimedia Resources	Duolingo Podcast Prezi	Duolingo Podcast Prezi	Duolingo Podcast Prezi
	3. Language Learning Apps	Kahoot Online game	Kahoot Online game	Kahoot Online game
	4. Virtual Classrooms	-	-	-
	5. Interactive Assignments	Padlet	-	-
	6. Digital Collaboration	Pdf hand out	Pdf hand out	Pdf hand out
	7. Online Resources and Libraries	-	-	-
	8. Automated Feedback and Assessment	WhatsApp's	WhatsApp's	WhatsApp's
	9. Customized Learning Paths	-	-	-

From the table above it can be seen that the teachers used various digital technology sources. Teachers used multimedia platform such as Duolingo, podcast, Prezi and YouTube as the media in teaching English. Teachers also applied Kahoot in delivering formative test (quiz) to students in learning process. The teacher give hand out in the form of PDF format to students as the supporting material in teaching learning process. Teacher also used WhatsApp's as digital media to give interactive feedback during the class session or outside the class.

2. How Digital Technology Support English Learning in the "Merdeka" Curriculum Implementation

A. The result of Interview

1. Teacher A

In this section, the researcher conducted interviews with teachers to collect data related to how digital technology used to support integrated English learning in a "Merdeka" curriculum implementation. The interviews were held on August 10th, 2024. The results of these teacher interviews are detailed in the following explanation. the result can be seen in the table below:

Table 4. 2
How Digital Technology Support Integrated English Learning In A "Merdeka" Curriculum Implementation

No	Aspect	Result
1	Duolingo YouTube Podcast Prezi	<ol style="list-style-type: none"> 1. Duolingo: allows students to practice English on their own through short, game-like lessons, helping them learn vocabulary and grammar at their own pace. 2. YouTube/Podcast: provides a wide range of English videos, like tutorials and real-life conversations. I can use it to show students practical examples of English, making lessons more engaging. 3. Prezi: Prezi's zooming interface allows for visually engaging presentations, which can make learning more interactive and help students grasp complex topics more easily
2	Zoom	<ol style="list-style-type: none"> 1. students can practice

		speaking and listening, just like in a real classroom. Breakout rooms allow students to work in pairs or small groups, giving them more chances to use English.
3	Kahoot Online game	<ol style="list-style-type: none"> 1. Kahoot also supports different learning styles, as students can participate at their own pace, whether individually or in teams. This aligns well with the Merdeka Curriculum's emphasis on active and student-centered learning 2. Online game: Online games often involve quizzes, puzzles, or role-playing that require students to use English in real-time. This can help them practice grammar, vocabulary, and sentence structure in an engaging and fun way, keeping them motivated to learn
4	PDF Handout	<ol style="list-style-type: none"> 1. can provide students with structured materials that summarize key concepts, vocabulary, and grammar rules. They can easily refer to these handouts at home or during study sessions, reinforcing what we've covered in class.
5	WhatsApp's	<ol style="list-style-type: none"> 1. WhatsApp groups can facilitate peer collaboration, enabling students to work together on projects or study sessions. This aligns with the curriculum's focus on cooperative learning and helps students practice their English in a more informal setting

2. Teacher B

The interviews were held on August 10th, 2024. The results of these teacher interviews are detailed in the following explanation. the result can be seen in the table below:

Table 4. 3
How Digital Technology Support Integrated English Learning In A
"Merdeka" Curriculum Implementation

No	Aspect	Result
1	Duolingo YouTube Prezi	<ol style="list-style-type: none"> 1. Duolingo: it helps students practice English on their own with short, interactive lessons. It's a fun way for them to improve their vocabulary and grammar outside of class, which supports the curriculum's focus on independent learning. 2. YouTube: offers a wide variety of English learning videos, from grammar tutorials to real-life conversations. It allows me to share interesting and relevant content with my students, making lessons more enjoyable and relatable. Students can also use YouTube to explore topics on their own, which encourages self-directed learning in line with the Merdeka Curriculum 3. Prezi: Prezi's zooming interface allows for visually engaging presentations, which can make learning more interactive and help students grasp complex topics more easily
2	Zoom	<ol style="list-style-type: none"> 1. the breakout rooms feature is useful for small group

		discussions, allowing students to practice English with their peers. Plus, Zoom lets us connect with guest speakers or other classes from different places, exposing students to various English dialects and cultures
3	Kahoot Online game	<ol style="list-style-type: none"> 1. Since the Merdeka Curriculum focuses on personalized and student-centered learning, Kahoot allows me to adapt activities to different ability levels and learning styles. Students can also create their own quizzes, which encourages them to take ownership of their learning 2. Online Game: Online games often involve quizzes, puzzles, or role-playing that require students to use English in real-time. This can help them practice grammar, vocabulary, and sentence structure in an engaging and fun way, keeping them motivated to learn
4	PDF Handout	<ol style="list-style-type: none"> 2. PDFs are also versatile; I can include visuals, exercises, and links to additional resources, catering to different learning styles. This aligns with the curriculum's focus on personalized learning, allowing students to work at their own pace
5	WhatsApp's	<ol style="list-style-type: none"> 1. allows me to communicate with students quickly and easily, providing a platform for them to ask questions or seek clarification about assignments whenever they need help. This instant communication can boost

		their confidence and engagement in learning
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3. Teacher C

The interviews were held on August 10th, 2024. The results of these teacher interviews are detailed in the following explanation. the result can be seen in the table below:

Table 4. 4
How Digital Technology Support Integrated English Learning In A "Merdeka" Curriculum Implementation

No	Aspect	Result
1	Duolingo YouTube Prezi	<ol style="list-style-type: none"> 1. Duolingo: it helps students practice English on their own with short, interactive lessons. It's a fun way for them to improve their vocabulary and grammar outside of class, which supports the curriculum's focus on independent learning. 2. YouTube: offers a wide variety of English learning videos, from grammar tutorials to real-life conversations. It allows me to share interesting and relevant content with my students, making lessons more enjoyable and relatable. Students can also use YouTube to explore topics on their own, which encourages self-directed learning in line with the Merdeka Curriculum. 3. Prezi: Prezi's zooming interface allows for visually engaging presentations,

		which can make learning more interactive and help students grasp complex topics more easily
2	Zoom	1. Deliver live lessons that allow students to participate from anywhere. It's perfect for group activities, where breakout rooms give students more chances to practice English in small discussions, helping them improve their communication skills.
3	Kahoot Online game	1. I can create quizzes and games that help students review vocabulary, grammar, and comprehension in an engaging way. Students love the competitive element, which keeps them motivated and eager to participate. It's also an excellent tool for quick assessments to check their understanding 2. Online game: Online games often involve quizzes, puzzles, or role-playing that require students to use English in real-time. This can help them practice grammar, vocabulary, and sentence structure in an engaging and fun way, keeping them motivated to learn
4	PDF Handout	1. convenient for sharing supplementary resources, like links to online activities or videos. This flexibility supports the Merdeka Curriculum's emphasis on self-directed learning, giving students the opportunity to explore topics at their own pace.
5	WhatsApp's	1. Creating group chats is also beneficial, as it encourages

		students to collaborate on projects or study together. They can practice their English skills by discussing topics in the chat, sharing resources, and helping each other with language challenges
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3. What the obstacles in using digital technology to support English language learning in the "*Merdeka*" curriculum

A. Interview Result

1. Teacher A

Researchers interview subjects to answer the third and fourth questions about “What are the obstacles in using digital technology to support English language learning in the "*Merdeka*" curriculum” and how do the teachers overcome the obstacles in using digital technology to support integrated English learning in the "*Merdeka*" curriculum” at SMP Negeri 1 Rejang Lebong. The interview result can be seen in the table below:

Table 4.5
The Obstacles In Using Digital Technology To Support English Language In The "*Merdeka*" Curriculum

No	Aspect	Obstacles
1	Technological Access and Infrastructure	1. One of the main challenges I've encountered is that not all students have reliable internet access or the right devices for digital learning. Some students struggle with slow or unstable internet connections, which makes it hard for them to join

		online classes, access videos, or use apps like Duolingo or Zoom effectively.
2	Digital Literacy	2. students may not always understand how to use the internet safely and responsibly, which requires me to provide guidance on digital safety and etiquette.
3	Technical Issues	3. unstable internet connections, software glitches, and compatibility problems with different devices
4	Privacy and Security Concerns	2. the use of apps or websites that require students to create accounts, which may involve sharing their personal data.
5	Quality and Relevance of Digital Content	2. I often need to ensure that the content aligns with the Merdeka Curriculum and covers the specific skills we're working on. Some resources may not be updated or may not fit our teaching objectives, making it essential to evaluate them carefully
6	Distraction and Engagement	3. students can easily get sidetracked by notifications, social media, or other non-academic apps during lessons
7	Equity and Inclusivity	4. No significance problem
8	Resistance to Change	5. No significance problem
9	Overreliance on Technology	6. all students have equal access to the necessary technology, such as laptops, tablets, or reliable internet

2. Teacher B

The interviews were held on August 10th, 2024. The results of these teacher interviews are detailed in the following explanation.

the result can be seen in the table below:

Table 4. 6
The Obstacles In Using Digital Technology To Support English Language In
The "Merdeka" Curriculum

No	Aspect	Obstacles
1	Technological Access and Infrastructure	1. not all students have access to laptops or tablets, and using a smartphone for everything can be difficult, especially when it comes to typing assignments or participating in interactive activities.
2	Digital Literacy	3. I often need to spend extra time helping students understand how to use the tools before we can focus on the actual lesson. For example, students might have trouble using features in Zoom, completing interactive quizzes on Kahoot, or even using Google Docs for writing assignments.
3	Technical Issues	4. I've also encountered several technical issues while using digital technology for English learning, such as platform crashes, slow loading times, and difficulties with file sharing
4	Privacy and Security Concerns	3. the use of apps or websites that require students to create accounts, which may involve sharing their personal data.
5	Quality and Relevance of Digital Content	7. I face in finding high-quality and relevant digital content for my English classes is sorting through the vast number of online resources. With so many options, it can be time-consuming to find materials that match my students' needs and fit the lesson objectives
6	Distraction and Engagement	8. t's a challenge to keep the lessons interactive and interesting enough to hold their focus.
7	Equity and Inclusivity	9. No significant problem

8	Resistance to Change	10. No problem
9	Overreliance on Technology	11. One obstacle I face when relying on digital technology for English learning is the dependence on stable internet access and functioning devices.

3. Teacher C

The interviews were held on August 10th, 2024. The results of these teacher interviews are detailed in the following explanation. the result can be seen in the table below:

Table 4. 7
The Obstacles In Using Digital Technology To Support English Language In The "Merdeka" Curriculum

No	Aspect	Obstacles
1	Technological Access and Infrastructure	1. Unstable or slow internet connections also make it difficult for students to attend live lessons or download necessary materials, leading to delays in learning progress.
2	Digital Literacy	4. one challenge I face is that not all students have strong digital literacy skills when using technology for English learning. Some students struggle with basic tasks like navigating apps, accessing online resources, or submitting assignments through digital platforms.
3	Technical Issues	5. I've faced in using digital technology for English learning include problems like audio/video malfunctions, app crashes, and difficulty with certain online tools.
4	Privacy and Security Concerns	4. the use of apps or websites that require students to create accounts, which may involve sharing their personal data.

5	Quality and Relevance of Digital Content	12. the content is aligned with the curriculum and is appropriate for their age and skill level
6	Distraction and Engagement	13. keeping students engaged can be difficult if the digital content or activities feel too routine or not interactive enough
7	Equity and Inclusivity	14. No Significance problem
8	Resistance to Change	15. No Significance problem
9	Overreliance on Technology	16. Digital tools can sometimes reduce face-to-face interaction or hands-on learning experiences, which are important for language development

4. How the Teachers Overcome the Obstacles in Using Digital Technology to Support Integrated English Learning in the "Merdeka" curriculum

This part, the researcher gains the data through interview section. The interview concerned about how teacher overcome problem during the usage of Digital Technology to support integrated English learning in the "Merdeka" Curriculum at SMP Negeri 01 Rejang Lebong. The data was taken on 12th, September 2024. The data can be seen in the table below;

A. Teacher A.

Table 4. 8
How The Teachers Overcome The Obstacles In Using Digital Technology To Support Integrated English Learning In The "Merdeka" Curriculum

No	Obstacles	Solution
1	Unstable or slow internet connections also make it difficult for students to attend live lessons or download necessary materials, leading to	I can offer downloadable materials, such as PDFs or worksheets, that students can access offline. This allows them to study and

	delays in learning progress.	complete assignments without needing a constant internet connection
2	one challenge I face is that not all students have strong digital literacy skills when using technology for English learning. Some students struggle with basic tasks like navigating apps, accessing online resources, or submitting assignments through digital platforms.	Choosing apps that have straightforward interfaces and provide clear instructions can help reduce the learning curve for all students, making it easier for them to engage with the technology.
3	I've faced in using digital technology for English learning include problems like audio/video malfunctions, app crashes, and difficulty with certain online tools.	Before each lesson, I can conduct a brief technical check to ensure that all necessary tools and equipment are functioning properly. This includes testing audio and video settings and ensuring that any apps or platforms to be used are updated and ready
4	the use of apps or websites that require students to create accounts, which may involve sharing their personal data.	I can explore options for using class accounts or unique access codes provided by the platform
5	the content is aligned with the curriculum and is appropriate for their age and skill level	I can modify existing materials to better suit my students' needs.
6	keeping students engaged can be difficult if the digital content or activities feel too routine or not interactive enough	I can diversify my teaching approaches by mixing up the types of activities we do. This might include group discussions, project-based learning, or creative tasks like role-playing or storytelling
9	Digital tools can sometimes reduce face-to-face interaction or hands-on learning experiences, which are important for language development	I can combine digital tools with in-person activities by using a blended learning approach.

B. Teacher B

Table 4. 9
How The Teachers Overcome The Obstacles In Using Digital Technology To Support Integrated English Learning In The "Merdeka" Curriculum

No	Obstacles	Solution
1	Unstable or slow internet connections also make it difficult for students to attend live lessons or download necessary materials, leading to delays in learning progress.	I can provide downloadable resources, such as PDFs or worksheets, that students can access without an internet connection. This enables them to study and complete assignments even when they aren't connected to the internet.
2	one challenge I face is that not all students have strong digital literacy skills when using technology for English learning. Some students struggle with basic tasks like navigating apps, accessing online resources, or submitting assignments through digital platforms.	Choosing apps that have straightforward interfaces and provide clear instructions
3	I've faced in using digital technology for English learning include problems like audio/video malfunctions, app crashes, and difficulty with certain online tools.	having a backup platform or method for sharing content
4	the use of apps or websites that require students to create accounts, which may involve sharing their personal data.	I can select educational apps and websites that prioritize user privacy and have clear data protection policies.
5	the content is aligned with the curriculum and is appropriate for their age and skill level	I can modify existing materials to better suit my students' needs
6	keeping students engaged can be difficult if the digital content or activities feel too routine or not interactive	I can diversify my teaching approaches by mixing up the types of activities we do

	enough	
7	No Significance problem	-
8	No Significance problem	-
9	Digital tools can sometimes reduce face-to-face interaction or hands-on learning experiences, which are important for language development	can combine digital tools with in-person activities by using a blended learning approach

C. Teacher C

Table 4. 10
How The Teachers Overcome The Obstacles In Using Digital Technology To Support Integrated English Learning In The "Merdeka" Curriculum

No	Obstacles	Solution
1	Unstable or slow internet connections also make it difficult for students to attend live lessons or download necessary materials, leading to delays in learning progress.	I can provide downloadable resources, such as PDFs or worksheets, that students can access without an internet connection. This enables them to study and complete assignments even when they aren't connected to the internet.
2	one challenge I face is that not all students have strong digital literacy skills when using technology for English learning. Some students struggle with basic tasks like navigating apps, accessing online resources, or submitting assignments through digital platforms.	Choosing apps that have straightforward interfaces and provide clear instructions
3	I've faced in using digital technology for English learning include problems like audio/video malfunctions, app crashes, and difficulty with certain online tools.	having a backup platform or method for sharing content
4	the use of apps or websites that	I can select educational

	require students to create accounts, which may involve sharing their personal data.	apps and websites that prioritize user privacy and have clear data protection policies.
5	the content is aligned with the curriculum and is appropriate for their age and skill level	I can modify existing materials to better suit my students' needs
6	keeping students engaged can be difficult if the digital content or activities feel too routine or not interactive enough	I can diversify my teaching approaches by mixing up the types of activities we do
7	No Significance problem	-
8	No Significance problem	-
9	Digital tools can sometimes reduce face-to-face interaction or hands-on learning experiences, which are important for language development	can combine digital tools with in-person activities by using a blended learning approach

B. Discussion

1. What Digital Technology Used by the Teachers to Support English Learning in the “Merdeka” Curriculum Implementation at SMP Negeri 1 Rejang Lebong

Based on the observation conducted by the researcher during the learning process, there are 5 Digital Technologies used by the teachers to support English Learning in the “Merdeka” curriculum implementation at SMPN Negeri 1 Rejang Lebong. There three teachers who use different Digital Technology to support teaching English. The detail can be seen in the explanation below:

1. Multimedia Resources: Duolingo, Podcast, Prezi

All teachers used multimedia resources to support teaching

English based on *Merdeka* Curriculum. The *Merdeka* Curriculum emphasizes student-centered learning, fostering creativity, critical thinking, collaboration, and independent learning. In this context, digital tools like Duolingo, podcasts, and Prezi offer innovative ways to support English learning, making the process more dynamic and engaging. Each of these tools can align with various language acquisition theories and research on digital learning, enhancing their effectiveness in the classroom.

Duolingo, a popular language learning app, provides structured lessons through gamified elements, helping learners engage with English at their own pace. Its interactive format aligns with **constructivist learning theory**, where learners actively build knowledge. Duolingo's bite-sized lessons and instant feedback promote retention, making it ideal for **task-based language learning (TBL)**. Research by Vesselinov & Grego showed significant improvements in language skills among Duolingo users, making it a valuable tool for the *Merdeka* Curriculum's focus on self-directed learning. By allowing students to progress at their own level, Duolingo supports the curriculum's emphasis on differentiated learning⁶⁷.

Podcasts are another effective tool for developing listening and speaking skills. They align with **Krashen's Input Hypothesis** which suggests that language acquisition happens when learners are exposed

⁶⁷ Vesselinov, R., & Grego, J. (2012). Duolingo effectiveness study. *City University of New York*. Retrieved from https://static.duolingo.com/s3/DuolingoReport_Final.pdf

to slightly challenging yet understandable input. Podcasts provide authentic listening experiences, exposing students to various accents, vocabulary, and conversations. Kaplan's research highlights that podcasts significantly improve listening comprehension and language fluency. Within the Merdeka Curriculum, podcasts can be integrated into project-based learning, where students listen, analyze, and discuss content⁶⁸. This approach enhances critical thinking and promotes integrated language skills, including listening, speaking, and writing.

Prezi, a non-linear presentation tool, supports **dual coding theory** which posits that students learn more effectively when they process information through both visual and verbal channels. Prezi's dynamic zooming interface enables teachers to present complex English topics, such as grammar or reading strategies, in an engaging and visually rich format. Research by Caspi et al. found that visual aids like Prezi enhance language comprehension and retention⁶⁹. The Merdeka Curriculum's focus on creativity and collaboration is well-supported by Prezi, as students can create their own presentations in English, allowing them to practice language in real-world contexts. This approach aligns with the **communicative language teaching (CLT)** model, which emphasizes meaningful language use.

By integrating Duolingo, podcasts, and Prezi into English

⁶⁸ Kaplan, D. (2020). Using podcasts in the language learning classroom: An analysis of learner experiences. *Journal of Second Language Teaching & Research*, 9(1), 1-22

⁶⁹ Caspi, A., Gorsky, P., & Privman, M. (2005). Viewing comprehension: Students' learning preferences and strategies when studying from video. *Instructional Science*, 33(1), 31-47. <https://doi.org/10.1007/s11251-004-2576-x>

learning, teachers can support the Merdeka Curriculum's goals of fostering flexibility, creativity, and student autonomy. These tools complement each other by providing a comprehensive approach: Duolingo enhances independent practice, podcasts improve listening and speaking, and Prezi encourages interactive, collaborative learning. Together, they support the curriculum's vision of developing students' language skills alongside 21st-century skills like critical thinking and creativity, creating a well-rounded learning experience.

2. Language Learning Application: Kahoot, Online game

in this phase, all teacher also used language learning application as Digital Technology to support English learning based on *Merdeka* Curriculum. The tools are Kahoot, Online Game. In the implementation of the Merdeka Curriculum, tools like Kahoot and online games play a significant role in enhancing English language learning by promoting student engagement, collaboration, and critical thinking. Kahoot, a game-based learning platform, allows teachers to create quizzes that encourage active participation and provide immediate feedback. This approach aligns with research by Wang supports the effectiveness of Kahoot in increasing student motivation and involvement, making it a valuable tool for the Merdeka Curriculum's focus on student-centered learning⁷⁰.

Similarly, online games offer immersive environments for

⁷⁰ Wang, A. I. (2015). **The effectiveness of Kahoot! on student learning outcomes in a college-level course.** *Computers & Education*, 88, 67-74. DOI:10.1016/j.compedu.2015.06.001

practicing English skills in meaningful contexts. Teachers can integrate these games into their lessons to facilitate **task-based language learning (TBL)**, where students engage in real-world tasks that require using English. By participating in these games, students practice listening, reading, and problem-solving in a fun and interactive manner, which enhances their language proficiency⁷¹.

3. Interactive Assignments: Padlet

This Digital Technology used only by Teacher A. meanwhile, Teacher B dan C did not use this kind of Digital Technology to support English learning. In the context of the Merdeka Curriculum, Padlet serves as a versatile and collaborative tool that enhances English language learning by fostering student engagement, creativity, and communication. Padlet is an online platform that allows students and teachers to create interactive boards where they can post text, images, videos, and links, facilitating a rich exchange of ideas and resources. This aligns with research conducted by by Jhang et al. indicates that using collaborative platforms like Padlet enhances student participation and motivation, making it particularly effective for the Merdeka Curriculum's focus on student-centered learning⁷².

4. Digital Collaboration: PDF Handout

Using PDF handouts in the Merdeka Curriculum effectively supports

⁷¹ Ellis, R. (2003). **Task-based Language Learning and Teaching**. Oxford University Press

⁷² Jhang, Y., Hwang, G. J., & Chen, M. (2016). **Effects of a mobile collaborative learning approach on the performance and motivation of students in a collaborative learning environment**. *Educational Technology & Society*, 19(2), 79-93. Link

English language learning by providing structured and accessible resources. These handouts can include grammar rules, vocabulary lists, reading materials, and writing prompts, all of which help students engage with the content at their own pace. This approach aligns with **Cognitivist Learning Theory**, which emphasizes how learners process and organize information. By offering well-organized handouts, teachers can facilitate better understanding and retention of language concepts⁷³.

Research from Lestari also support this research. The previous research found that digital technology can be indicated as a new form of English teacher identity which is not only a social identity but also a digital identity⁷⁴. This research found a complex tool that used by the teacher in building up the creation of learning English in class at SMP Negeri 1 Rejang Lebong.

2. How Digital Technology Support English Learning in the "Merdeka" Curriculum Implementation at SMP Negeri 1 Rejang Lebong.

Based on the interview conducted by the researcher to three teachers as a subject, it can be concluded there are several ways that Digital Technology support English learning to support English Learning in the "Merdeka" curriculum implementation at SMPN Negeri 1 Rejang Lebong. There three teachers who use different Digital Technology to support teaching English.

⁷³ Mayer, R. E. (2005). **The Cambridge Handbook of Multimedia Learning**. Cambridge University Press

⁷⁴ Lestari, YI, & Khusyairi, JA, *Becoming a Platform Teacher in the Digital Era: Representation of English Teacher Identity in Merdeka Mengajar*. In Proceedings of the International Conference on English Language and Literature (ELLiC), Vol 6, June 2023, p. 592

The detail can be seen in the explanation below:

Table 4. 11
How Digital Technology Support Integrated English Learning In A
"Merdeka" Curriculum Implementation

No	Aspect	How Digital Tools Support English Learning
1	Duolingo YouTube Podcast Prezi	<ol style="list-style-type: none"> 1. Duolingo: allows students to practice English on their own through short, game-like lessons, helping them learn vocabulary and grammar at their own pace. 2. YouTube/Podcast: provides a wide range of English videos, like tutorials and real-life conversations. 3. Prezi: Prezi's zooming interface allows for visually engaging presentations, which can make learning more interactive and help students grasp complex topics more easily
2	Zoom	<ol style="list-style-type: none"> 2. students can practice speaking and listening, just like in a real classroom. Breakout rooms allow students to work in pairs or small groups, giving them more chances to use English.
3	Kahoot Online game	<ol style="list-style-type: none"> 3. Kahoot also supports different learning styles, as students can participate at their own pace, whether individually or in teams. This aligns well with the Merdeka Curriculum's emphasis on active and student-centered learning 4. Online game: This can help them practice grammar, vocabulary, and sentence structure in an engaging and fun way, keeping them motivated to learn
4	PDF Handout	<ol style="list-style-type: none"> 4. can provide students with structured materials that summarize key concepts, vocabulary, and grammar rules.

		They can easily refer to these handouts at home or during study sessions, reinforcing what we've covered in class.
5	WhatsApp's	1. WhatsApp groups can facilitate peer collaboration, enabling students to work together on projects or study sessions. This aligns with the curriculum's focus on cooperative learning and helps students practice their English in a more informal setting

The implementation of the Merdeka Curriculum in English language learning can be significantly enhanced through the integration of various digital tools such as Duolingo, YouTube, podcasts, Prezi, Kahoot, online games, PDF handouts, and WhatsApp. Each of these resources supports different aspects of the learning process, aligning with contemporary educational theories. For instance, Duolingo utilizes gamified learning, which not only motivates students but also aligns with Self-Determination Theory. This theory emphasizes the importance of intrinsic motivation, and Duolingo's engaging interface encourages learners to practice consistently, thereby enhancing their language acquisition skills⁷⁵.

YouTube serves as a powerful visual and auditory resource that caters to multiple learning styles, reinforcing Multimodal Learning Theory (Kress & van Leeuwen,⁷⁶. It allows teachers to provide real-world context

⁷⁵ Deci, E. L., & Ryan, R. M. (2000). **The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior.** *Psychological Inquiry*, 11(4), 227-268.
DOI:10.1207/S15327965PLI1104_01

⁷⁶ Kress, G., & van Leeuwen, T. (2001). **Multimodal Discourse: The Modes and Media of**

and varied content, from grammar explanations to authentic listening practice. Research by Huang et al, supports the effectiveness of video content in enhancing language comprehension and retention, making it a valuable tool in the Merdeka Curriculum⁷⁷.

Podcasts contribute to developing listening skills and language fluency. They provide exposure to authentic language use and cultural contexts, which are essential for language learning. According to research by Walker, podcasts facilitate learners' engagement and improve listening comprehension, aligning well with the curriculum's focus on communicative competence⁷⁸.

Prezi enhances presentations by creating visually engaging content that supports the cognitive processing of information, resonating with Cognitivist Learning Theory. This tool encourages students to engage with content interactively, promoting deeper understanding and retention.

Kahoot and online games transform assessments into interactive experiences that boost motivation and participation. Kahoot's competitive elements, as highlighted in research by Ellis; Task-Based Language Teaching (TBLT) principles where students use language to complete real-world tasks, making learning both relevant and enjoyable⁷⁹.

PDF handouts serve as valuable resources that provide structured

Contemporary Communication. Oxford University Press.

⁷⁷ Huang, Y. M., et al. (2017). The Effects of YouTube Video-Based Instruction on Students' Learning Performance: A Meta-Analysis. *Educational Technology & Society*, 20(3), 20-32

⁷⁸ Walker, R. (2017). The Role of Podcasts in Improving Listening Comprehension for ESL Students. *Journal of Language and Linguistic Studies*, 13(1), 44-50.

⁷⁹

information and can be used offline, accommodating diverse learning needs in line with Universal Design for Learning (UDL) principles (CAST, 2018). They allow students to engage with materials at their own pace, promoting autonomy in learning⁸⁰.

Lastly, WhatsApp facilitates communication and collaboration outside the classroom, enabling teachers and students to share resources, clarify doubts, and engage in discussions.

2. What the Obstacles in Using Digital Technology to Support English Language Learning in the "Merdeka" Curriculum.

There are some obstacles found by the researcher connected to the use of Digital Technologies to support English Learning in the “Merdeka” curriculum implementation at SMPN Negeri 1 Rejang Lebong. There are three teachers being investigated who use different Digital Technology to support teaching English. The detail can be seen in the explanation below:

a. Not all students have reliable internet access or the right devices for digital learning.

One significant obstacle teacher face in implementing the Merdeka Curriculum for English learning connected to the use of Digital technology is the lack of reliable internet access and suitable devices among students. This issue can severely limit the effectiveness of digital learning tools that are integral to the curriculum's student-centered approach. According to a study by O’Connell et al, disparities

⁸⁰ Ellis, R. (2003). **Task-based Language Learning and Teaching**. Oxford University Press

in technology access create a digital divide, which can hinder equitable learning opportunities for students⁸¹. The **Digital Divide Theory** emphasizes how unequal access to technology can exacerbate educational inequalities, making it difficult for teachers to ensure all students can engage with digital resources effectively.

Sometimes, teacher ask students at SMP Negeri 1 Curup to use their own Mobile phone to access the platform.

b. Students may not always understand how to use the internet safely and responsibly, which requires me to provide guidance on digital safety and etiquette

Research by Lanouette et al. highlights that students often lack the skills necessary to identify safe online practices. This gap in understanding can hinder their ability to fully participate in digital learning activities, affecting their overall engagement and learning outcomes⁸². Teachers, therefore, need to integrate lessons on digital citizenship into their curriculum, fostering a safe online environment where students can confidently engage with digital tools. By incorporating discussions on topics such as online privacy, respectful communication, and critical evaluation of online resources, educators can help students develop the necessary skills to navigate the digital

⁸¹ O'Connell, J., et al. (2020). Technology Access, Learning, and Educational Outcomes in Low-Income Communities. *Educational Technology Research and Development*, 68(5), 2365-2388. DOI:10.1007/s11423-020-09754-7

⁸² Lanouette, C., et al. (2017). Teaching Digital Citizenship: The Role of Educators in Promoting Online Safety. *Educational Technology Research and Development*, 65(3), 1-19. DOI:10.1007/s11423-017-9512-0

landscape effectively. Ultimately, addressing these challenges not only supports the goals of the Merdeka Curriculum but also prepares students to be responsible digital citizens in an increasingly connected world.

c. Unstable internet connections, software glitches, and compatibility problems with different devices.

Teachers at SMP Negeri 1 Rejang Lebong faced obstacles when using digital technology to support English learning in the Merdeka Curriculum, particularly due to unstable internet connections, software glitches, and compatibility problems with different devices. These issues can disrupt lessons and hinder student engagement, making it difficult to implement technology effectively.

Research by Alnasser et al. shows that technical difficulties can negatively impact the learning experience, resulting in reduced student participation and engagement⁸³. For instance, if a teacher plans to use an interactive platform that suddenly fails due to a software glitch, students may miss out on valuable learning opportunities.

d. The use of apps or websites that require students to create accounts, which may involve sharing their personal data.

One of the significant obstacles teachers encounter when using digital technology to support English learning in the Merdeka Curriculum is the requirement for students to create accounts on various apps or

⁸³ Alnasser, A. A., et al. (2019). **Challenges in the Use of Technology in Teaching English: A Case Study of Saudi Arabian EFL Teachers.** *Education and Information Technologies*, 24(4), 2859-2879. DOI:10.1007/s10639-019-09912-7

websites. This often involves sharing personal data, which raises concerns about privacy and security.

Research by Cummings and Jaggars highlights that students may hesitate to use digital platforms if they feel their privacy is at risk, leading to decreased participation in online learning activities⁸⁴. Teachers must therefore be cautious when selecting digital tools, ensuring they comply with data protection regulations and prioritize student privacy. It also takes time to manage the students deal with the issues.

e. Some resources may not be updated or may not fit our teaching objectives.

One major obstacle teachers face when using digital technology to support English learning in the Merdeka Curriculum at SMP Negeri 1 Rejang Lebong is that some online resources may not be updated or aligned with their teaching objectives. When educators rely on outdated materials, it can lead to ineffective learning experiences and confusion for students. Research by Graham et al. indicates that using outdated resources can negatively impact student engagement and learning⁸⁵. Teachers may find themselves spending extra time searching for suitable materials or modifying existing resources to better fit their objectives

⁸⁴ Cummings, C. & Jaggars, S. S. (2017). **Students' Perceptions of Online Learning: A Pilot Study**. *Journal of Computer Assisted Learning*, 33(5), 537-546. DOI:10.1111/jcal.12219

⁸⁵ Graham, C. R., et al. (2017). **Effective Practices in Online Learning: A Comprehensive Review of the Literature**. *Journal of Educational Technology Development and Exchange*, 10(1), 1-20. DOI:10.18785/jetde.1001.01

f. Students can easily get sidetracked by notifications, social media, or other Digital tools.

Teachers often encounter the obstacle of students getting sidetracked by notifications, social media, or other digital tools while using technology for English learning in the Merdeka Curriculum. This distraction can make it difficult for students to stay focused on lessons and absorb the material being taught. Research by Junco and Cotten (2012) indicates that students who frequently check social media during class tend to perform worse academically⁸⁶

Research from Yuli also stated that the obstacle is also experienced by high school English teachers in Sidoarjo. One of the challenges is the lack of innovation in the use and application of information and technology-based English language learning media⁸⁷, generally, the obstacles from the teachers in different school are different because of support system. In this research, the obstacles occurred from the support system also; internet connection, teacher training.

3. How the Teachers Overcome the Obstacles in Using Digital Technology to Support Integrated English Learning in the "Merdeka" curriculum.

Based on the findings above, there are several ways to overcome the

⁸⁶ Junco, R., & Cotten, S. R. (2012). **No A 4 U: The Relationship Between Multitasking and Academic Performance.** *Computers & Education*, 59(2), 505-514.

DOI:10.1016/j.compedu.2011.12.023

⁸⁷ Astutik, Y., Agustina, S., Megawati, F., & Anggraini, R, *Increasing English Teacher Innovation Through Training in Developing Teaching Modules With Technology Integration Digital.* *Journal of Community Service and Empowerment*, 4 (3), 2023, p. 459-466

problem conducted by the teachers. The solution can be seen in the table below:

Table 4. 12
How The Teachers Overcome The Obstacles In Using Digital Technology To Support Integrated English Learning In The "Merdeka" Curriculum.

No	Obstacles	Solution
1	Unstable or slow internet connections also make it difficult for students to attend live lessons or download necessary materials, leading to delays in learning progress.	The teachers offer downloadable materials, such as PDFs or worksheets, that students can access offline.
2	one challenge I face is that not all students have strong digital literacy skills when using technology for English learning. Some students struggle with basic tasks like navigating apps, accessing online resources, or submitting assignments through digital platforms.	Choosing apps that have straightforward interfaces and provide clear instructions
3	I've faced in using digital technology for English learning include problems like audio/video malfunctions, app crashes, and difficulty with certain online tools.	The teachers conduct a brief technical check to ensure that all necessary tools and equipment are functioning properly.
4	the use of apps or websites that require students to create accounts, which may involve sharing their personal data.	The Teachers explore options for using class accounts or unique access codes provided by the platform.
5	the content is aligned with the curriculum and is appropriate for their age and skill level	The Teachers modify existing materials to better suit my students' needs.
6	keeping students engaged can be difficult if the digital content or activities feel too routine or not interactive enough	Teachers diversify the teaching approaches by mixing up the types of activities.
9	Digital tools can sometimes	The teachers combine

	reduce face-to-face interaction or hands-on learning experiences, which are important for language development	digital tools with in-person activities by using a blended learning approach.
--	--	---

a. The teachers offer downloadable materials, such as PDFs or worksheets, that students can access offline.

To overcome the obstacles faced by teachers in using digital technology for English learning in the Merdeka Curriculum, one effective solution is to offer downloadable materials, such as PDFs or worksheets, that students can access offline. This approach addresses issues like unreliable internet access and distractions from online content. By providing resources that can be used without an internet connection, teachers ensure that all students have equal opportunities to engage with the learning material, regardless of their technological limitations.

Research by Hockly supports this idea, suggesting that providing varied formats enhances student engagement and learning outcomes⁸⁸. By integrating offline resources into their teaching practices, educators can create a more inclusive learning environment that aligns with the goals of the Merdeka Curriculum, ultimately supporting students in their English language development.

b. Choosing apps that have straightforward interfaces and provide clear instructions

⁸⁸ Hockly, N. (2018). **Digital Literacies**. *ELT Journal*, 72(2), 213-215. DOI:10.1093/elt/ccy024

To overcome the obstacles teachers face when using digital technology to support English learning in the Merdeka Curriculum, one effective strategy is to choose apps that have straightforward interfaces and provide clear instructions. This approach helps to minimize confusion and frustration for students, making it easier for them to navigate the technology and engage with the learning material. Research by Chen and Chang emphasizes that user-friendly applications can enhance student motivation and participation, leading to better learning outcomes⁸⁹.

c. The teachers conduct a brief technical check to ensure that all necessary tools and equipment are functioning properly

To overcome the obstacles teachers face when using digital technology to support English learning in the Merdeka Curriculum, conducting a brief technical check before lessons can be very effective. This involves ensuring that all necessary tools and equipment, such as computers, projectors, and software, are functioning properly. Research by Tondeur et al suggests that proactive technical preparation can reduce interruptions during lessons, allowing for smoother and more engaging learning experiences⁹⁰.

d. The Teachers explore options for using class accounts or unique access codes provided by the platform

⁸⁹ Chen, C. H., & Chang, H. H. (2016). **User Experience, Usability, and Learnability in E-learning.** *Educational Technology & Society*, 19(4), 153-167

⁹⁰ Tondeur, J., et al. (2017). **Preparing Pre-Service Teachers to Integrate Technology in Education: A Study of the Implementation of a Technology Integration Model.** *Computers & Education*, 115, 104-116

One effective solution is for teachers to explore options for using class accounts or unique access codes provided by the digital platforms. This approach allows all students to access the same materials without needing to create individual accounts, which can sometimes require sharing personal data. According to Privacy by Design principles, ensuring user privacy while accessing digital resources is crucial shows that using class accounts can enhance student participation and reduce barriers to entry, making technology more accessible for everyone⁹¹.

e. The Teachers modify existing materials to better suit my students' needs

To overcome the obstacles teachers encounter when using digital technology for English learning in the Merdeka Curriculum, one effective strategy is to modify existing materials to better suit students' needs. This customization ensures that the content is relevant and accessible, addressing varying skill levels and learning styles among students. Research by Hall et al. supports this idea, indicating that when teachers adapt materials, students are more likely to participate actively and grasp the concepts being taught⁹². By modifying resources, teachers can create a more inclusive learning environment that fosters student success in their English language studies within the

⁹¹ Cavoukian, A. (2011). **Privacy by Design: The 7 Foundational Principles**. Retrieved from Information and Privacy Commissioner of Ontario

⁹² Hall, T., Strangman, N., & Meyer, A. (2014). **Differentiated Instruction and Implications for UDL Implementation**. Retrieved from [CAST](#)

framework of the Merdeka Curriculum.

f. Teachers diversify the teaching approaches by mixing up the types of activities

To overcome the obstacles teachers, face when using digital technology for English learning in the Merdeka Curriculum, one effective solution is to diversify teaching approaches by mixing different types of activities. By incorporating a variety of methods—such as interactive games, group discussions, multimedia presentations, and hands-on projects—teachers can cater to diverse learning preferences and keep students engaged. Research by Sullenger et al. also indicates that using varied instructional strategies enhances student motivation and participation⁹³. By mixing up activities, teachers can create a dynamic and inclusive learning environment that supports all students in their English language development within the framework of the Merdeka Curriculum.

g. The teachers combine digital tools with in-person activities by using a blended learning approach

Combine digital tools with in-person activities by adopting a blended learning approach. This method allows teachers to integrate online resources, such as educational videos or interactive quizzes, with traditional face-to-face instruction.

⁹³ Sullenger, M., et al. (2016). **Engaging Students with Varied Instructional Strategies**. *International Journal of Teaching and Learning in Higher Education*, 28(2), 194-207.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher confirms the findings presented in the previous chapter. The conclusions are based on the results of the earlier data analysis. This section responds to the research questions and provides suggestions for future researchers who wish to explore this area more thoroughly.

A. Conclusion

1. What Digital Technology Used by the Teachers to Support English Learning in the “Merdeka” Curriculum Implementation at SMP Negeri 1 Rejang Lebong.

Based on the observation conducted by the researcher during the learning process, there are 4 Digital Technologies used by the teachers to support English Learning in the “Merdeka” curriculum implementation at SMPN Negeri 1 Rejang Lebong. The Digital Media used by the teachers are; first, Multimedia Resources: Duolingo, Podcast, Prezi. Second, Language Learning Application: Kahoot, Online game. Third, Interactive Assignments: Padlet. Fourth, Digital Collaboration: PDF Handout.

2. How Digital Technology Support English Learning in the “Merdeka” Curriculum Implementation at SMP Negeri 1 Rejang Lebong.

Based the finding and discussion above, it can be concluded that digital technology support English learning in the various ways; Duolingo: allows students to practice English on their own through short, game-like lessons,

helping them learn vocabulary and grammar at their own pace. YouTube/Podcast: provides a wide range of English videos, like tutorials and real-life conversations. Prezi: Prezi's zooming interface allows for visually engaging presentations, which can make learning more interactive and help students grasp complex topics more easily.

Meanwhile, zoom; students can practice speaking and listening, just like in a real classroom. Breakout rooms allow students to work in pairs or small groups, giving them more chances to use English. Kahoot also supports different learning styles, as students can participate at their own pace, whether individually or in teams. This aligns well with the Merdeka Curriculum's emphasis on active and student-centered learning and Online game: This can help them practice grammar, vocabulary, and sentence structure in an engaging and fun way, keeping them motivated to learn. Moreover, PDF handout; structured materials that summarize key concepts, vocabulary, and grammar rules. Last, WhatsApp groups can facilitate peer collaboration, enabling students to work together on projects or study sessions.

3. What the Obstacles in Using Digital Technology to Support English Language Learning in the "*Merdeka*" Curriculum at SMP Negeri 1 Rejang Lebong.

There are several obstacles faced by the teacher in using digital technology to support English language learning in the Merdeka curriculum at SMP Negeri 1 Rejang Lebong. First, not all students have reliable internet

access or the right devices for digital learning. second, Students may not always understand how to use the internet safely and responsibly, which requires me to provide guidance on digital safety and etiquette, third, Unstable internet connections, software glitches, and compatibility problems with different devices. Fourth, the use of apps or websites that require students to create accounts, which may involve sharing their personal data. Fifth, some resources may not be updated or may not fit our teaching objectives. Sixth, Students can easily get sidetracked by notifications, social media, or other Digital tools.

4. How the Teachers Overcome the Obstacles in Using Digital Technology to Support Integrated English Learning in the "*Merdeka*" curriculum at SMP Negeri 1 Rejang Lebong.

Based on the findings above, it can be seen that there are several solutions provided by the teachers to overcome obstacles in using Digital Technology to Support Integrated English Learning in the "Merdeka" Curriculum at SMP Negeri 1 Rejang Lebong. First, the teachers offer downloadable materials, such as PDFs or worksheets, that students can access offline. Second, choosing apps that have straightforward interfaces and provide clear instructions. Third, the teachers conduct a brief technical check to ensure that all necessary tools and equipment are functioning properly. Fourth, The Teachers explore options for using class accounts or unique access codes provided by the platform. Fifth, The Teachers modify existing materials to better suit my students' needs. Sixth, Teachers

diversify the teaching approaches by mixing up the types of activities. Seventh, the teachers combine digital tools with in-person activities by using a blended learning approach.

B. Suggestion

Finally, the suggestion for better research in the future is proposed by the researcher. The suggestion are;

1. To the school

Ensure that the school has reliable internet access and modern devices to facilitate digital learning. Consider partnerships with local businesses or organizations to support technology upgrades.

2. The Teachers

Combine digital tools with traditional teaching methods to create a more engaging learning environment. Incorporate a variety of digital resources, such as apps and online games, to enhance student interest.

3. The students

Utilize available digital tools for regular practice to reinforce language skills outside the classroom. Establish study groups using platforms like WhatsApp or online forums to collaborate with peers

4. The others researcher.

Investigate the implementation of digital technology in different educational settings or curriculums to gather a broader understanding of its effectiveness in language learning.

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Appendix 1

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : 52^A Tahun 2024

Tentang
PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;

Mengingat : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

Memperhatikan : 1. Permohonan Saudara Pipi Satri tanggal 1 Agustus 2024 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi
2. Berita Acara Seminar Proposal Pada Hari Kamis tanggal 25 Juli 2024

MEMUTUSKAN :

Menetapkan
Pertama : 1. **Jumatul Hidayah, M.Pd** **19780224 200212 2 002**
2. **Sarwo Edy, M.Pd** **19810607 202321 1 011**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Pipi Satri**
N I M : **20551049**
JUDUL SKRIPSI : **The Use of Digital Technology to Support the Integrated English Language Learning in the "Merdeka" Curriculum at SMPN 1 Rejang Lebong**

Kedua : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;

Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;


Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;


Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;


Ditetapkan di Curup,
Pada tanggal 1 Agustus 2024
Dekan,


Sutarto



Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

Appendix 2

**PEMERINTAH KABUPATEN REJANG LEBONG**
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Basuki Rahmat No.10 ■ Telp. (0732) 24622 Curup

SURAT IZIN
Nomor : 503/30/IP/DPMPISP/VIII/2024

TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG

Dasar :

- Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
- Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor :1596/In.34/FP/PP.00.9/08/2024 tanggal 21 Agustus 2024 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL : Pipi Satri/ Pelalo, 1 Desember 2000
NIM : 20551049
Pekerjaan : Mahasiswa
Program Studi/Fakultas : Tarbiyah /TBI
Judul Proposal Penelitian : "The Use Of Digital Technology To Support The Integrated English Language Learning In The " Merdeka " Curriculm at SMP Negeri 1 Rejang Lebong

Lokasi Penelitian : SMP Negeri 1 Rejang Lebong
Waktu Penelitian : 21 Agustus 2024 s/d 21 November 2024
Penanggung Jawab : Wakil Dekan I Fakultas Tarbiyah IAIN Curup



Dengan ketentuan sebagai berikut :

- Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
Pada Tanggal : 21 Agustus 2024

Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu
Kabupaten Rejang Lebong


ZULKARNAIN, SH
Pembina
NIP. 19751010 200704 1 001

Tembusan :

- Kepala Badan Kesbangpol Kab. RL
- Wakil Dekan I Fakultas Tarbiyah IAIN Curup
- Ka SMP Negeri 1 Rejang Lebong
- Yang bersangkutan
- Arsip

APPENDIX 3 Kartu Bimbingan



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP**

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

BELAKANG

KARTU BIMBINGAN SKRIPSI

NAMA	: PIP1 SATRI
NIM	: 20551049
PROGRAM STUDI	: Tadris Bahasa Inggris
FAKULTAS	: Tarbiyah
PEMBIMBING I	: Jumatul Hidayah M.Pd
PEMBIMBING II	: Sarwo Gd9 M.Pd
JUDUL SKRIPSI	: THE USE OF DIGITAL TECHNOLOGY TO SUPPORT THE INTEGRATED ENGLISH LANGUAGE LEARNING IN THE "MERDEKA" CURRICULUM
MULAI BIMBINGAN	:
AKHIR BIMBINGAN	:

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING II
1.	10/ Juli 2024	Acc Judul	[Signature]
2.	21/ Juli 2024	Revisi Bab I	[Signature]
3.	15/ Juli 2024	Revisi Bab II	[Signature]
4.	22/ Juli 2024	Revisi Bab III	[Signature]
5.	6/ Agustus 2024	Revisi Instruments	[Signature]
6.	10/ Agustus 2024	ACC Penelitian	[Signature]
7.	3/ Sep 2024	Analisis Data	[Signature]
8.	26/ Sep 2024	Revisi Bab IV	[Signature]
9.	9/ Okt 2024	Revisi Bab V	[Signature]
10.	5/ Novem 2024	ACC Bab IV & V	[Signature]
11.	18/ Novem 2024	ACC Sidang Muraqabah	[Signature]
12.			

KAMI BERPENDAPAT BAHWA SKRIPSI INI
SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN
CURUP

CURUP, 13 - 08 - 2024

PEMBIMBING I,

Jumatul Hidayah M.Pd
NIP. 19780224 200212 002

PEMBIMBING II,

Sarwo Gd9 M.Pd
NIP. 19810607 202321 1 011



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

DEPAN

KARTU BIMBINGAN SKRIPSI

NAMA	: PIPi SATPI
NIM	: 2051049
PROGRAM STUDI	: Tadris Bahasa Inggris
FAKULTAS	: Tarbiyah
DOSEN PEMBIMBING I	: Jumahat Hidayah M.Pd
DOSEN PEMBIMBING II	: Sarwo EBY M.Pd
JUDUL SKRIPSI	: THE USE OF DIGITAL TECHNOLOGY TO SUPPORT THE INTEGRATED ENGLISH LANGUAGE LEARNING IN THE "MERDEKA" CURRICULUM
MULAI BIMBINGAN	:
AKHIR BIMBINGAN	:

NO	TANGGAL	MATERI BIMBINGAN	PARAF	
			PEMBIMBING I	
1.	10/ Jun 2024	Acc Judul	k	
2.	24/ Jun 2024	Revisi Bab I	k	
3.	15/ Jul 2024	Revisi Bab II	k	
4.	22/ Jul 2024	Revisi Bab III	k	
5.	6/ Agustus 2024	Revisi Instrumen	k	
6.	15/ Agustus 2024	Acc Penelitian	k	
7.	3/ SEP 2024	Analisis Data	k	
8.	26/ SEP 2024	Revisi Bab IV	k	
9.	3/ SEP 2024	Revisi Bab V	k	
10.	9/ Nov 2024	Acc Bab IV & V	k	k
11.	18/ 11 2024	Acc sidang munaqosah	k	
12.				

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

PEMBIMBING I,

Jumahat Hidayah
NIP. 19780224 200212 2 002

CURUP, 24-09-.....202
PEMBIMBING II,

Sarwo EBY
NIP. 19810607 20231 1 011

- Lembar Depan Kartu Bimbingan Pembimbing I
- Lembar Belakang Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II

Appendix 4



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBİYAH

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 1596/In.34/FT/PP.00.9/08/2024 21 Agustus 2024
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

Kepada Yth. Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu (PTSP)
Kab. Rejang Lebong


Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Pipi Satri
NIM : 20551049
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : The Use of Digital Technology to Support the Integrated English Language Learning
In The "Merdeka" Curriculum at SMP Negeri 1 Rejang Lebong
Waktu Penelitian : 21 Agustus 2024 s.d 21 November 2024
Lokasi Penelitian : SMPN 1 Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I


Dr. Sakul Anshad, S.Pd, F. Hum
NIP. 198110202006041002

Tembusan : disampaikan Yth :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip

Appendix 5

Tabel 3.1
Blueprint of Digital Technology Used by Teachers to Support English Learning

No	Theory	Kind of Digital Technology	Teacher 1	Teacher 2	Teaching skills
1	Digital Language Learning and Teaching: Research, Theory	c. E-Learning Platforms (Duolingo, Babbel, Memrise, Quizlet)			
		d. Multimedia Resources (Zoom, Microsoft Teams, Google Meet, Breakout Rooms)			
		e. Language Learning Apps (Kahoot, Quizizz, Socrative, Padlet)			
		f. Virtual Classrooms (Google Docs, Slides, Sheets)			
		g. Interactive Assignments (JSTOR, Khan Academy, BBC Learning English, Digital Libraries)			
		h. Digital Collaboration (Google Docs, Slides, Sheets)			
		i. Online Resources and Libraries (JSTOR, Khan Academy, BBC Learning English, Digital Libraries)			

		j. Automated Feedback and Assessment (Grammarly, Turnitin, AI-Based Learning Apps)			
		k. Customized Learning Paths (Adaptive Learning Platforms, Learning Analytics)			

VALIDATION NOTES:

The validated blueprint is significantly improved in clarity, specificity, and relevance, making it a more effective tool for observing and assessing teachers' use of digital technology. It now includes specific indicators and items that ensure consistent and measurable observations, enhancing the reliability and validity of assessments and making it well-prepared for practical use in evaluating digital technology integration in English language teaching.

Curup, August 10, 2024
Validator



Rizki indra Guci, M.Pd

Appendix 6

Tabel 3.2
Blueprint of how digital technology used to support integrated English learning in a "Merdeka" curriculum implementation

No	Theory	Kind of Digital Technology	Questions
1	Digital Language Learning and Teaching: Research, Theory	10. E-Learning Platforms (Duolingo, Babbel, Memrise, Quizlet)	37. How often do you use E-Learning platforms for your English classes? 38. Which features of the platform do you find most useful? 39. How do you use the platform for English learning? 40. How the platform supports English learning in Merdeka Curriculum implementation?
		11. Multimedia Resources (Zoom, Microsoft Teams, Google Meet, Breakout Rooms)	41. How often do you Multimedia Resources for your English classes? 42. Which features of the platform do you find most useful? 43. How do you use the platform for English learning? 44. How the platform supports English learning in Merdeka Curriculum implementation?
		12. Language Learning Apps (Kahoot, Quizizz, Socrative, Padlet)	45. How often do you use language learning apps platforms for your English classes? 46. Which features of the platform do you find most useful 47. How do you use the platform for English learning? 48. How the platform supports English learning in Merdeka Curriculum implementation?
		13. Virtual Classrooms (Google Docs, Slides,	49. How often do you use virtual classrooms platforms for your English classes? 50. Which features of the

		Sheets)	<p>platform do you find most useful</p> <p>51. How do you use the platform for English learning?</p> <p>52. How the platform supports English learning in Merdeka Curriculum implementation?</p>
		14. Interactive Assignments (JSTOR, Khan Academy, BBC Learning English, Digital Libraries)	<p>53. How often do you use interactive assignments platforms for your English classes?</p> <p>54. Which features of the platform do you find most useful?</p> <p>55. How do you use the platform for English learning?</p> <p>56. How the platform supports English learning in Merdeka Curriculum implementation?</p>
		15. Digital Collaboration (Google Docs, Slides, Sheets)	<p>57. How often do you digital collaboration platforms for your English classes?</p> <p>58. Which features of the platform do you find most useful?</p> <p>59. How do you use the platform for English learning?</p> <p>60. How the platform supports English learning in Merdeka Curriculum implementation?</p>
		16. Online Resources and Libraries (JSTOR, Khan Academy, BBC Learning English, Digital Libraries)	<p>61. How often do you use online resources and libraries platforms for your English classes?</p> <p>62. Which features of the platform do you find most useful?</p> <p>63. How do you use the platform for English learning?</p> <p>64. How the platform supports English learning in Merdeka Curriculum implementation?</p>
		17. Automated Feedback and Assessment (Grammarly,	<p>65. How often do you use Automated feedback and assessment platforms for your English classes?</p>

		Turnitin, AI-Based Learning Apps)	66. Which features of the platform do you find most useful? 67. How do you use the platform for English learning? 68. How the platform supports English learning in MerdekaCurriculum implementation?
		18. Customized Learning Paths (Adaptive Learning Platforms, Learning Analytics)	69. How often do you Customized learning pathsplatforms for your English classes? 70. Which features of the platform do you find most useful 71. How do you use the platform for English learning? 72. How the platform supports English learning in Merdeka Curriculum implementation?

VALIDATION NOTES:

The interview questions have been refined to be more specific, outcome-oriented, and closely aligned with the objectives of the Merdeka Curriculum. These changes ensure that the data collected will be detailed, relevant, and useful for understanding how digital technology supports English language learning in this educational context.

Curup, August 10, 2024

Validator



Rizki Indra Guci, M.Pd

Appendix 7

Tabel 3.3
Blueprint of how digital technology used to support integrated English learning in a "Merdeka" curriculum implementation

No	Theory	Obstacles	Indicator	Questions
1	The obstacles in using digital technology to support English language learning	11. Technological Access and Infrastructure	Limited access to reliable internet and modern devices can restrict students' ability to fully participate in digital learning activities	5. Do you have consistent access to the internet and a suitable device for participating in digital English learning activities? 6. What challenges have you encountered with students' access to reliable internet and devices when using digital technology for English learning? 7. How do you overcome the obstacle?
		12. Digital Literacy	teachers and students may lack the necessary digital skills to effectively use educational technology	3. What challenges do you face regarding students' digital literacy skills when using digital technology for English learning? 4. How do you overcome it?

		<p>13. Technical Issues</p>	<p>Frequent technical problems, such as software glitches, hardware malfunctions, or connectivity issues, can disrupt the learning process</p>	<p>C. What technical issues have you encountered when using digital technology for English learning, and how have these issues impacted your teaching? D. How do you troubleshoot and resolve technical problems that arise during digital learning sessions?</p>
		<p>14. Overreliance on Technology</p>	<p>Excessive dependence on digital tools can overshadow fundamental language learning principles</p>	<p>4. What obstacles do you find in connected to reliant on digital technology? 5. How do you overcome the obstacle?</p>
		<p>15. Privacy and Security Concerns</p>	<p>The use of digital platforms raises concerns about data privacy and security</p>	<p>3. What privacy and security concerns have you encountered when using digital technology for English learning, and how do you address these issues to protect your students?</p>

				4. How do you solve it?
		16. Quality and Relevance of Digital Content	Not all digital resources are of high quality or suitable for educational purposes	e. What challenges do you face in finding high-quality and relevant digital content for your English classes, and how do you ensure the materials you use are effective and appropriate? f. How do you overcome it?
		17. Distraction and Engagement	Digital technology can sometimes lead to distractions or reduced engagement if not managed properly	3. What challenge do you find in distractions and engagement? 4. How do you overcome it?
		18. Equity and Inclusivity	Ensuring that all students have equal opportunities to benefit from digital technology is essential	C. How do you address issues of equity and inclusivity to ensure all students have equal access to digital technology and resources in your English classes? D. How do you overcome it?
		19. Resistance to Change	Both teachers and students	3. What problem do you find

			may resist adopting new technologies due to comfort with traditional methods or fear of the unknown	connecting to resistance to change among students in your English classes? 4. How do you overcome it?
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VALIDATION NOTES:

The interview questions were refined to ensure that each obstacle is first identified before asking about the strategies used to overcome it. The rephrased questions were designed to specifically check whether the obstacle is experienced by students or teachers within the context of integrated English learning in the Merdeka Curriculum's. These changes ensure a more precise understanding of the obstacles encountered and the effectiveness of strategies employed in overcoming them, leading to more actionable insights from the interviews.

Curup, August 10, 2024

Validator



Rizki Indra Guci

Appendix 8

Tabel 4.1
Digital Technology Used by the Teachers to Support English Learning in the “Merdeka” Curriculum Implementation

No	Kind of Digital Technology	Teacher 1	Teacher 2	Teacher 3
1	1. E-Learning Platforms	-	-	-
	2. Multimedia Resources	Duolingo Podcast Prezi	Duolingo Podcast Prezi	Duolingo Podcast Prezi
	3. Language Learning Apps	Kahoot Online game	Kahoot Online game	Kahoot Online game
	4. Virtual Classrooms	-	-	-
	5. Interactive Assignments	Padlet	-	-
	6. Digital Collaboration	Pdf hand out	Pdf hand out	Pdf hand out
	7. Online Resources and Libraries	-	-	-
	8. Automated Feedback and Assessment	WhatsApp's	WhatsApp's	WhatsApp's
	9. Customized Learning Paths	-	-	-

Appendix 9

Table 4.2
How Digital Technology Support Integrated English Learning in a
"Merdeka" curriculum implementation.

No	Aspect	Result
1	Duolingo YouTube Podcast Prezi	<p>4. Duolingo: allows students to practice English on their own through short, game-like lessons, helping them learn vocabulary and grammar at their own pace.</p> <p>5. YouTube/Podcast: provides a wide range of English videos, like tutorials and real-life conversations. I can use it to show students practical examples of English, making lessons more engaging.</p> <p>6. Prezi: Prezi's zooming interface allows for visually engaging presentations, which can make learning more interactive and help students grasp complex topics more easily</p>
2	Zoom	<p>3. students can practice speaking and listening, just like in a real classroom. Breakout rooms allow students to work in pairs or small groups, giving them more chances to use English.</p>
3	Kahoot Online game	<p>5. Kahoot also supports different learning styles, as students can participate at their own pace, whether individually or in teams. This aligns well with the Merdeka Curriculum's emphasis on active and student-centered learning</p> <p>6. Online game: Online games often involve quizzes, puzzles, or role-playing that</p>

		require students to use English in real-time. This can help them practice grammar, vocabulary, and sentence structure in an engaging and fun way, keeping them motivated to learn
4	PDF Handout	5. can provide students with structured materials that summarize key concepts, vocabulary, and grammar rules. They can easily refer to these handouts at home or during study sessions, reinforcing what we've covered in class.
5	WhatsApp's	4. WhatsApp groups can facilitate peer collaboration, enabling students to work together on projects or study sessions. This aligns with the curriculum's focus on cooperative learning and helps students practice their English in a more informal setting

Appendix 10

Table 4.3
How Digital Technology Support Integrated English Learning in a
"Merdeka" curriculum implementation.

No	Aspect	Result
1	Duolingo YouTube Prezi	<p>4. Duolingo: it helps students practice English on their own with short, interactive lessons. It's a fun way for them to improve their vocabulary and grammar outside of class, which supports the curriculum's focus on independent learning.</p> <p>5. YouTube: offers a wide variety of English learning videos, from grammar tutorials to real-life conversations. It allows me to share interesting and relevant content with my students, making lessons more enjoyable and relatable. Students can also use YouTube to explore topics on their own, which encourages self-directed learning in line with the Merdeka Curriculum</p> <p>6. Prezi: Prezi's zooming interface allows for visually engaging presentations, which can make learning more interactive and help students grasp complex topics more easily</p>
2	Zoom	<p>2. the breakout rooms feature is useful for small group discussions, allowing students to practice English with their peers. Plus, Zoom lets us connect with guest speakers or other classes from different places, exposing students to various</p>

		English dialects and cultures
3	Kahoot Online game	<p>3. Since the Merdeka Curriculum focuses on personalized and student-centered learning, Kahoot allows me to adapt activities to different ability levels and learning styles. Students can also create their own quizzes, which encourages them to take ownership of their learning</p> <p>4. Online Game: Online games often involve quizzes, puzzles, or role-playing that require students to use English in real-time. This can help them practice grammar, vocabulary, and sentence structure in an engaging and fun way, keeping them motivated to learn</p>
4	PDF Handout	<p>6. PDFs are also versatile; I can include visuals, exercises, and links to additional resources, catering to different learning styles. This aligns with the curriculum's focus on personalized learning, allowing students to work at their own pace</p>
5	WhatsApp's	<p>2. allows me to communicate with students quickly and easily, providing a platform for them to ask questions or seek clarification about assignments whenever they need help. This instant communication can boost their confidence and engagement in learning</p>

Appendix 11

Table 4.4
How Digital Technology Support Integrated English Learning in a
"Merdeka" curriculum implementation.

No	Aspect	Result
1	Duolingo YouTube Prezi	<p>4. Duolingo: it helps students practice English on their own with short, interactive lessons. It's a fun way for them to improve their vocabulary and grammar outside of class, which supports the curriculum's focus on independent learning.</p> <p>5. YouTube: offers a wide variety of English learning videos, from grammar tutorials to real-life conversations. It allows me to share interesting and relevant content with my students, making lessons more enjoyable and relatable. Students can also use YouTube to explore topics on their own, which encourages self-directed learning in line with the Merdeka Curriculum.</p> <p>6. Prezi: Prezi's zooming interface allows for visually engaging presentations, which can make learning more interactive and help students grasp complex topics more easily</p>
2	Zoom	<p>5. Deliver live lessons that allow students to participate from anywhere. It's perfect for group activities, where breakout rooms give students more chances to practice English in small discussions, helping them improve their</p>

		communication skills.
3	Kahoot Online game	<p>6. I can create quizzes and games that help students review vocabulary, grammar, and comprehension in an engaging way. Students love the competitive element, which keeps them motivated and eager to participate. It's also an excellent tool for quick assessments to check their understanding</p> <p>7. Online game: Online games often involve quizzes, puzzles, or role-playing that require students to use English in real-time. This can help them practice grammar, vocabulary, and sentence structure in an engaging and fun way, keeping them motivated to learn</p>
4	PDF Handout	5. convenient for sharing supplementary resources, like links to online activities or videos. This flexibility supports the Merdeka Curriculum's emphasis on self-directed learning, giving students the opportunity to explore topics at their own pace.
5	WhatsApp's	17. Creating group chats is also beneficial, as it encourages students to collaborate on projects or study together. They can practice their English skills by discussing topics in the chat, sharing resources, and helping each other with language challenges

Table 4.5

The Obstacles in Using Digital Technology to Support English Language in the "*Merdeka*" curriculum.

No	Aspect	Obstacles
1	Technological Access and Infrastructure	2. One of the main challenges I've encountered is that not all students have reliable internet access or the right devices for digital learning. Some students struggle with slow or unstable internet connections, which makes it hard for them to join online classes, access videos, or use apps like Duolingo or Zoom effectively.
2	Digital Literacy	6. students may not always understand how to use the internet safely and responsibly, which requires me to provide guidance on digital safety and etiquette.
3	Technical Issues	8. unstable internet connections, software glitches, and compatibility problems with different devices
4	Privacy and Security Concerns	6. the use of apps or websites that require students to create accounts, which may involve sharing their personal data.
5	Quality and Relevance of Digital Content	18. I often need to ensure that the content aligns with the Merdeka Curriculum and covers the specific skills we're working on. Some resources may not be updated or may not fit our teaching objectives, making it essential to evaluate them carefully
6	Distraction and Engagement	19. students can easily get sidetracked by notifications, social media, or other non-academic apps during lessons
7	Equity and Inclusivity	20. No significance problem
8	Resistance to Change	21. No significance problem
9	Overreliance on Technology	22. all students have equal access to the necessary technology, such as laptops, tablets, or reliable

		internet
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Table 4.5
The Obstacles in Using Digital Technology to Support English Language
in the "Merdeka" curriculum.

No	Aspect	Obstacles
1	Technological Access and Infrastructure	2. not all students have access to laptops or tablets, and using a smartphone for everything can be difficult, especially when it comes to typing assignments or participating in interactive activities.
2	Digital Literacy	7. I often need to spend extra time helping students understand how to use the tools before we can focus on the actual lesson. For example, students might have trouble using features in Zoom, completing interactive quizzes on Kahoot, or even using Google Docs for writing assignments.
3	Technical Issues	9. I've also encountered several technical issues while using digital technology for English learning, such as platform crashes, slow loading times, and difficulties with file sharing
4	Privacy and Security Concerns	7. the use of apps or websites that require students to create accounts, which may involve sharing their personal data.
5	Quality and Relevance of Digital Content	23. I face in finding high-quality and relevant digital content for my English classes is sorting through the vast number of online resources. With so many options, it can be time-consuming to find materials that match my students' needs and fit the lesson objectives
6	Distraction and Engagement	24. t's a challenge to keep the lessons interactive and

		interesting enough to hold their focus.
7	Equity and Inclusivity	25. No significant problem
8	Resistance to Change	26. No problem
9	Overreliance on Technology	27. One obstacle I face when relying on digital technology for English learning is the dependence on stable internet access and functioning devices.

Table 4.6
The Obstacles In Using Digital Technology To Support English Language
In The "Merdeka" Curriculum.

No	Aspect	Obstacles
1	Technological Access and Infrastructure	2. Unstable or slow internet connections also make it difficult for students to attend live lessons or download necessary materials, leading to delays in learning progress.
2	Digital Literacy	8. one challenge I face is that not all students have strong digital literacy skills when using technology for English learning. Some students struggle with basic tasks like navigating apps, accessing online resources, or submitting assignments through digital platforms.
3	Technical Issues	10. I've faced in using digital technology for English learning include problems like audio/video malfunctions, app crashes, and difficulty with certain online tools.
4	Privacy and Security Concerns	8. the use of apps or websites that require students to create accounts, which may involve sharing their personal data.
5	Quality and Relevance of Digital Content	28. the content is aligned with the curriculum and is appropriate for their age and skill level
6	Distraction and Engagement	29. keeping students engaged can be difficult if the digital content

		or activities feel too routine or not interactive enough
7	Equity and Inclusivity	30. No Significance problem
8	Resistance to Change	31. No Significance problem
9	Overreliance on Technology	32. Digital tools can sometimes reduce face-to-face interaction or hands-on learning experiences, which are important for language development

Appendix 15

Table 4.7

How the teachers overcome the obstacles in using digital technology to support integrated English learning in the "Merdeka" curriculum.

No	Obstacles	Solution
1	Unstable or slow internet connections also make it difficult for students to attend live lessons or download necessary materials, leading to delays in learning progress.	I can offer downloadable materials, such as PDFs or worksheets, that students can access offline. This allows them to study and complete assignments without needing a constant internet connection
2	one challenge I face is that not all students have strong digital literacy skills when using technology for English learning. Some students struggle with basic tasks like navigating apps, accessing online resources, or submitting assignments through digital platforms.	Choosing apps that have straightforward interfaces and provide clear instructions can help reduce the learning curve for all students, making it easier for them to engage with the technology.
3	I've faced in using digital technology for English learning include problems like audio/video malfunctions, app crashes, and difficulty with certain online tools.	Before each lesson, I can conduct a brief technical check to ensure that all necessary tools and equipment are functioning properly. This includes testing audio and video settings and ensuring that any apps or platforms to be used are updated and ready
4	the use of apps or websites that require students to create	I can explore options for using class accounts or

	accounts, which may involve sharing their personal data.	unique access codes provided by the platform
5	the content is aligned with the curriculum and is appropriate for their age and skill level	I can modify existing materials to better suit my students' needs.
6	keeping students engaged can be difficult if the digital content or activities feel too routine or not interactive enough	I can diversify my teaching approaches by mixing up the types of activities we do. This might include group discussions, project-based learning, or creative tasks like role-playing or storytelling
9	Digital tools can sometimes reduce face-to-face interaction or hands-on learning experiences, which are important for language development	I can combine digital tools with in-person activities by using a blended learning approach.

Table 4.8

How the teachers overcome the obstacles in using digital technology to support integrated English learning in the "Merdeka" curriculum.

No	Obstacles	Solution
1	Unstable or slow internet connections also make it difficult for students to attend live lessons or download necessary materials, leading to delays in learning progress.	I can provide downloadable resources, such as PDFs or worksheets, that students can access without an internet connection. This enables them to study and complete assignments even when they aren't connected to the internet.
2	one challenge I face is that not all students have strong digital literacy skills when using technology for English learning. Some students struggle with basic tasks like navigating apps, accessing online resources, or submitting assignments through digital platforms.	Choosing apps that have straightforward interfaces and provide clear instructions
3	I've faced in using digital technology for English	having a backup platform or method for sharing

	learning include problems like audio/video malfunctions, app crashes, and difficulty with certain online tools.	content
4	the use of apps or websites that require students to create accounts, which may involve sharing their personal data.	I can select educational apps and websites that prioritize user privacy and have clear data protection policies.
5	the content is aligned with the curriculum and is appropriate for their age and skill level	I can modify existing materials to better suit my students' needs
6	keeping students engaged can be difficult if the digital content or activities feel too routine or not interactive enough	I can diversify my teaching approaches by mixing up the types of activities we do
7	No Significance problem	-
8	No Significance problem	-
9	Digital tools can sometimes reduce face-to-face interaction or hands-on learning experiences, which are important for language development	can combine digital tools with in-person activities by using a blended learning approach

Table 4.9

How the teachers overcome the obstacles in using digital technology to support integrated English learning in the "Merdeka" curriculum.

No	Obstacles	Solution
1	Unstable or slow internet connections also make it difficult for students to attend live lessons or download necessary materials, leading to delays in learning progress.	I can provide downloadable resources, such as PDFs or worksheets, that students can access without an internet connection. This enables them to study and complete assignments even when they aren't connected to the internet.
2	one challenge I face is that not all students have strong digital literacy skills when using technology for English learning. Some students struggle with basic tasks like	Choosing apps that have straightforward interfaces and provide clear instructions

	navigating apps, accessing online resources, or submitting assignments through digital platforms.	
3	I've faced in using digital technology for English learning include problems like audio/video malfunctions, app crashes, and difficulty with certain online tools.	having a backup platform or method for sharing content
4	the use of apps or websites that require students to create accounts, which may involve sharing their personal data.	I can select educational apps and websites that prioritize user privacy and have clear data protection policies.
5	the content is aligned with the curriculum and is appropriate for their age and skill level	I can modify existing materials to better suit my students' needs
6	keeping students engaged can be difficult if the digital content or activities feel too routine or not interactive enough	I can diversify my teaching approaches by mixing up the types of activities we do
7	No Significance problem	-
8	No Significance problem	-
9	Digital tools can sometimes reduce face-to-face interaction or hands-on learning experiences, which are important for language development	can combine digital tools with in-person activities by using a blended learning approach

Appdendix 11

NARATIF INQUIRI

Teacher 1

Dalam era pendidikan yang semakin digital, teknologi telah menjadi bagian integral dalam proses pembelajaran, khususnya dalam penerapan Kurikulum Merdeka. Di SMP Negeri 1 Rejang Lebong, penerapan teknologi digital untuk mendukung pembelajaran Bahasa Inggris secara terpadu menjadi fokus yang semakin signifikan. Dengan prinsip Kurikulum Merdeka yang memberikan fleksibilitas dan ruang bagi siswa untuk belajar sesuai dengan kebutuhan dan potensi mereka, guru dituntut untuk berinovasi, memanfaatkan teknologi agar pembelajaran menjadi lebih interaktif, relevan, dan efektif. Dalam proses pembelajaran ini, teknologi berperan sebagai sarana yang memungkinkan integrasi berbagai keterampilan bahasa—mendengarkan, berbicara, membaca, dan menulis—secara lebih harmonis dan menarik. Beberapa teknologi yang digunakan meliputi platform pembelajaran daring, aplikasi interaktif seperti Kahoot, Quizlet, serta media sosial dan blog untuk menulis serta mendiskusikan topik-topik dalam bahasa Inggris.

Awal pembelajaran saya mengecek kehadiran siswa dulu terus ada beberapa kata kata untuk memotivasi anak anak dan sekedar mengingatkan materi apa yang sudah dibahas sebelumnya, setelah memastikan semuanya siap, baru masuk ke materi, materinya biasanya diterangkan dulu tujuannya apa, apa yang harus dicapai anak anak. Anak anak sudah dipancing untuk bertanya tentang beberapa materi yang sudah disiapkan melalui PPT atau anak anak menonton materi yang sudah saya siapkan videonya atau rekaman untuk audio nya, Setelah Didengarkan dibahas sebentar tanya jawab dan diskusi kalo sudah selesai anak anak diberikan latihan melalui aplikasi atau google form. Biasanya kan langsung dapat nilai kalo dari quiziz atau google form jadi saya tidak terlalu sulit memberikan nilai langsung dilihat yang mana yang sulit nomor berapa yang sulit dikerjakan.

Yang sering saya gunakan google form dan quiziz karena di Quiziz itu pertanyaan pertanyaan singkat tidak terlalu panjang Dan biasanya masih ada materi yang belum terselesaikan Dengan baik anak anak belum paham Kuta punya grup kelas di WA Itu digunakan untuk bertanya dan berkonsultasi Antara siswa dan guru

NARATIF INQUIRI

Teacher 2

Mrs. Nevi Novita spd

Saya sering memulai dengan video YouTube atau video yang saya edit sendiri untuk memperkenalkan atau memperjelas materi, sehingga siswa bisa melihat dan mendengar bahasa Inggris dalam konteks nyata. Saya juga Quizlet membantu mereka mempelajari kosakata baru dengan game. Ada juga mengadakan kuis dengan menggunakan kahoot biar suasananya selalu seru dan bersemangat, cara ini yang ampuh untuk memperkuat pemahaman mereka dengan cara yang tak membosankan. Duolingo menjadi teman siswa dalam mempelajari bahasa. Saya mendorong mereka untuk berlatih setiap hari, menyesuaikan tingkat kesulitan sesuai dengan kemampuan mereka. Dengan aplikasi ini, mereka bisa belajar tata bahasa dan kosakata secara bertahap dan konsisten. Hasilnya, keterampilan bahasa mereka meningkat tanpa terasa seperti tugas berat.

Dalam WhatsApp, saya membuat grup untuk berkomunikasi dengan siswa. Grup ini bukan hanya untuk mengirim pengumuman, tetapi juga sebagai ruang diskusi aktif di mana siswa bisa bertanya atau berdiskusi tentang pelajaran. Saya juga membagikan tugas, catatan, atau video singkat di sana, menjaga mereka tetap terhubung dengan materi.

Saya tidak terlalu banyak menggunakan teknologi, menurut saya tidak masalah dikit yang gunakan asal efektif Menggunakannya , saya merasa bisa menjangkau siswa dengan berbagai gaya belajar, menggabungkan kesenangan dengan tujuan pendidikan, dan tetap membuat komunikasi efektif, baik di dalam maupun di luar kelas. Karena kan zaman yang canggih ini alat teknologi juga sangat canggih jadi saya jadi yang saya kuasai itu saya kembangkan.

NARATIF INQUIRI

Teacher 3

Mrs. Khairina S.pd

Dalam mengajar, saya memanfaatkan beberapa alat digital biasanya Saya menggunakan YouTube yang saya tampilkan menggunakan infokus untuk menampilkan video edukatif, baik itu penjelasan konsep yang sulit atau materi tambahan yang membuat pelajaran lebih menarik. Siswa bisa menonton ulang video kapan saja untuk memperkuat pemahaman mereka. Kadang juga saya membuat ppt yang menarik biar fokus anak-anak teralih pada pembelajaran. Dengan Kahoot, saya menyelenggarakan kuis interaktif yang menyenangkan, Kuis ini memancing antusiasme, belajar dalam bentuk permainan itu bisa memperkuat ingatan mereka tentang materi. Kami juga ada grup WhatsApp menjadi alat komunikasi. Saya membuat grup kelas untuk diskusi, mengirim pengingat tugas, dan berbagi materi tambahan. Diskusi dalam grup memungkinkan siswa bertanya kapan saja, dan saya atau teman sekelas mereka bisa merespons dengan cepat. Ini juga menciptakan komunitas belajar yang saling mendukung di luar jam pelajaran. Dengan Kahoot, saya menyelenggarakan kuis interaktif yang menyenangkan, baik di kelas atau secara online. Kuis ini memancing antusiasme, memperkuat ingatan tentang materi, dan memungkinkan siswa melihat langsung bagaimana mereka berperforma dibandingkan dengan teman-teman mereka. Karena ini kelas bahasa Inggris lumayan susah anak-anak dianjurkan untuk latihan di berbagai aplikasi kalo dari saya Duolingo menjadi alat tambahan, Saya mendorong siswa untuk menggunakan aplikasi ini untuk berlatih kosakata dan tata bahasa dengan cara yang menyenangkan dan terstruktur. Mereka bisa melatih diri mereka setiap hari. Karena di era kurikulum merdeka ini guru harus kreatif dalam membangun suasana kelas, dan kita diberikan kebebasan untuk menyesuaikan metode pengajaran sesuai dengan kebutuhan siswa

Guru itu harus kreatif dalam segi apapun belajar teknologi memang menyenangkan dan praktis yang pasti anak murid juga suka, tapi setiap belajar itu ada aja kendala baik guru itu ada handout kalo emang kita ada kendala di teknologi digital kita suruh mempersiapkan handout atau media cetak lainnya.

Appdendix 11

KETERANGAN TELAH WAWANCARA

Yang bertanda tangan dibawah ini:

Nama : Khairina, S.Pd.

Jabatan : Guru

Menerangkan dengan sebenarnya:

Nama : Pipi Satri

Nim : 20511049

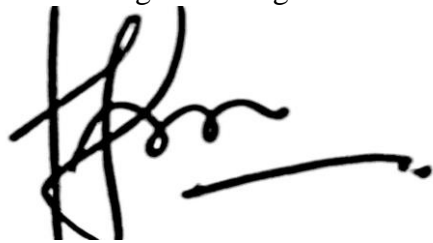
Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah

Telah mengadakan wawancara dalam rangka menyusun skripsi yang berjudul "THE USE OF DIGITAL TECHNOLOGY TO SUPPORT THE INTEGRATED ENGLISH LANGUAGE LEARNING IN THE "MERDEKA" CURRICULUM AT SMP NEGERI 1 REJANG LEBONG".

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Curup, 2024
Yang Menerangkan



Khairina, S.Pd
NIP. 197707312010012005

KETERANGAN TELAH WAWANCARA

Yang bertanda tangan dibawah ini:

Nama : Nevi Novita, S.Pd.

Jabatan : Guru

Menerangkan dengan sebenarnya:

Nama : Pipi Satri

Nim : 20511049

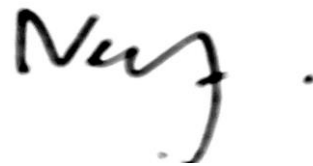
Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah

Telah mengadakan wawancara dalam rangka menyusun skripsi yang berjudul "THE USE OF DIGITAL TECHNOLOGY TO SUPPORT THE INTEGRATED ENGLISH LANGUAGE LEARNING IN THE "MERDEKA" CURRICULUM AT SMP NEGERI 1 REJANG LEBONG".

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Curup, 2024
Yang Menerangkan



Nevi Novita, S.Pd
NIP. 19800523200903

KETERANGAN TELAH WAWANCARA

Yang bertanda tangan dibawah ini:

Nama : Dewi Sintha S.Pd., Gr

Jabatan : Guru

Menerangkan dengan sebenarnya:

Nama : Pipi Satri

Nim : 20511049

Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah

Telah mengadakan wawancara dalam rangka menyusun skripsi yang berjudul "THE USE OF DIGITAL TECHNOLOGY TO SUPPORT THE INTEGRATED ENGLISH LANGUAGE LEARNING IN THE "MERDEKA" CURRICULUM AT SMP NEGERI 1 REJANG LEBONG".

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Curup, 2024
Yang Menerangkan



Dewi Sintha, SPd., Gr
NIP.

Appendix 12



**PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 REJANG LEBONG**

Jalan Basuki Rahmat No. 06 Curup ☎ (0732)-21974, 23095 Fax. 0732-23095
E-mail smpn1curupkota@yahoo.co.id, Kode Pos 39112,

SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 421.3/110/PL/SMPN 1/RL/2024

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Rejang Lebong :

Nama : EKA SUSANTI, S.Pd
NIP : 1950703 200312 2 002
Pangkat/Gol : Pembina / IV. b
Jabatan : Kepala SMPN 1 Rejang Lebong
Alamat : Jl. Basuki Rahmat Kel. Dwi Tunggal

Menerangkan dengan sesungguhnya bahwa saudara :

Nama : Pipi Santri
NIM : 20511049
Jurusan : Tadris Bahasa Inggris
Universitas : IAIN CURUP

Benar bahwasanya yang bersangkutan telah aktif dan telah selesai melaksanakan Penelitian di SMPN 1 Rejang Lebong tanggal 21 Agustus 2024 – 21 November 2024, dengan judul “THE USE OF DIGITAL TECHNOLOGY TO SUPPORT THE INTEGRATED ENGLISH LANGUAGE LEARNING IN THE “MERDEKA” CURRICULUM AT SMP NEGERI 1 REJANG LEBONG”.

Demikian Surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Curup, 09 Oktober 2024

Kepala Sekolah



EKA SUSANTI, S.Pd

NIP. 1950703 200312 2 002

Appendix 13 Documentation







AUTOR'S BIO



Pipi Satri, Usually called Pip or Pit, was born in Pelalo Village, Sindang Kelingi Sub-district, Rejang Lebong district, On December 2000. The youngest daughter of three siblings Namely: Deliyen, Tati Yani and Pipi Satri.

We were born from parents who were very extraordinary and great for us, Namely: Mr. Taman Siswa and Mrs. As Yati. The author first studied at SD Negeri 06 Sindang Kelingi in 2007- 2013. Then continued his education at SMP Negeri 3 Sindang Kelingi in 2013-2016. Furthermore, he continued his education at SMA Negeri 9 Rejang Lebong in 2016-2019. After taking secondary education, the author continued his undergraduate education at the State Islamic Institute (IAIN) Curup, Faculty of Tarbiyah, Tadris English Study Program, with perseverance and high motivation to learn, and prayers from parents and relatives to complete his undergraduate education, the author successfully completed in 2024. Hopefully, the writing of this final thesis is able to make a positive contribution to the world of education and add to the treasures of science and is useful for users and others.